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ANNUAL REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC SCHOOLS OF NEW JERSEY,
FOR THE YEAR 1850.

Read January 15, 1851, and ordered to be printed.

TRENTON:
PRINTED BY PHILLIPS & BOSWELL.

1851.



REPORT

OF THE

STATE SUPERINTENDENT.

OFFICE OF THE SUPERINTENDENT OF PUBLIC SCHOOLS, }
PERTH AMBOY, January 15, 1851. }

To the Legislature of the State of New Jersey.

In compliance with the requirements of the law establishing Public Schools, the following REPORT is respectfully submitted :

The state is divided into twenty counties, which contain one hundred and eighty-two townships. Reports have been received from one hundred and seventy-two, leaving only ten to be heard from. This is the most perfect report which has been received since the passage of the act.

From the returns made by the town superintendents, bearing date the 15th day of December, 1850, (abstracts from which are hereto appended) it appears that there are about 1569 districts in the state, 1470 of which are reported as having made proper and correct returns.

The number of children reported as residing within the districts between the ages of 5 and 16 is 114,722.

The number returned as having attended school during the last year is 75,245, being an increase over the number returned last year of 5192, or 7 $\frac{1}{4}$ per cent.

The sum of \$112,518.62 has been appropriated for the support of public schools by the inhabitants of the several

counties, which, in addition to the sum of \$40,000 received from the state, makes an aggregate of \$152,578.62 appropriated for educational purposes during the past year. This is an increase of \$33,227.23 over the year preceding.

In order to render the statement as accurate as possible, the returns of last year are taken in those townships, the superintendents of which have neglected to send in reports. If any error occur, this is on the safe side, as the proportion of the ten thousand dollars received from the state the past year is not included in these returns, which would add considerably to the aggregate.

The attention of the legislature is respectfully called to the remarks of the town superintendents, which are appended hereto. They will be found to contain much valuable information relative to the condition of the schools and the feelings of the community, also many suggestions for alterations in the school laws. It is thought best to add abstracts from those reports, to the one made by the State Superintendent, that each township might, through its own officer, speak their views and wishes, that the inhabitants and school officers of other townships might know what is doing, and what is thought in different sections of the state. This will lead to discussion of the different suggestions made; it will also show the great difficulty there is in framing a law to meet all the various and conflicting views set forth. It will also stimulate the inhabitants of such townships, as are a little backward in the cause of education, to some extra exertion to come up to their more active neighbors.

FREE SCHOOLS.

The subject of Free Schools has been frequently presented by the State Superintendent to the consideration of the legislature and community. Judging from the expression of public opinion, it is confidently expected that some provision will be made, by the present legislature, for the establishment of Free Schools. Many townships in the state have already tried the experiment under special acts, and wherever the method of taxation has been properly adopted, it has suc-

ceeded, even beyond the expectations of the most sanguine. It, however, requires great care so to apportion the tax for the support of those schools, that while all contribute their proportion, it falls burthensome upon none, and yet be sufficient, in addition to the amount granted by the state, to open all our schools to every child of proper age to be benefited by them. There is no good reason why it should be otherwise. The very principles of our government demand an educated people. Universal education is the sure means of promoting universal freedom. It is the only method of securing to posterity the invaluable blessings we received from our fathers. It is the only method which will enable our descendants to withstand "encroachments from without or pressure from within," to resist those attempts which will be made to alter the fair fabric, or even to pull down the beautiful structure of our free institutions. It is the only method of teaching our successors to appreciate their high responsibilities and destinies as republican citizens, and of qualifying them to perform with credit and usefulness the various duties which may devolve upon them.

To you, as the legislators of our state, the community are looking for the realization of this long deferred hope. To you, the many poor and destitute children of the state are looking with uplifted hands and supplicating countenances for a great boon—the gift of Education. They ask you for the means to *raise themselves* from poverty; and this they can and will do, if you provide a way by which they can obtain such an education as will enable them to become successful competitors in the various occupations of life; such an education as will raise them from mere physical machines, "hewers of wood, drawers of water," to educated beings. They point to your splendid prison, and ask you to educate their minds and hearts, that they may never be its inmates. They call your attention to the rising walls of your "House of Refuge," and tell you, you are preparing that for the outcast, the degraded, for those who, by the want of a proper system of, and provision for public instruction, are left uneducated. They ask you not to doom them to such a fate, but to educate them, and raise them above it. They ask you to search the dark

records of crime, both in the old world and the new, and see how great the amount caused by ignorance, how few of the many names enrolled upon it were properly educated. They tell you, that facts plainly demonstrate that *ignorance* is the fertile source of vice, the parent of iniquity; that the uneducated heart and mind cannot successfully resist the thousand temptations and enticements which constantly beset and allure them; that it requires the highest *moral training*, as well as mental, to enable man to mingle with the busy world, and escape the defiling evidences of his contact; they point to your laws "for the punishment of crime," which *they cannot read*; they show you statutes which *they* cannot understand; they ask you, if the state claims the *right of punishment*, it should not also offer the means of instruction; they call upon you for this. If you deny them, to whom can they look?—for

"This sacred right is fruitlessly announced,
This universal plea in vain addressed
To eyes and ears of parents, who themselves
Did, in the time of their necessity,
Urge it in vain, and, therefore, like a prayer
That from the humblest floor ascends to Heaven,
It mounts to reach the state's parental ear;
Who, if indeed she own a mother's heart,
And be not most unfeelingly devoid
Of gratitude to Providence, will grant
The unquestionable good."

It is, therefore, recommended that a law be passed, authorizing the inhabitants of any township, at their annual town meeting, (due notice of the intention having been previously given) to determine, by a vote of two-thirds of those present at such meeting, to establish Free Schools, and to determine for what period of time they shall be kept open, and to raise, by tax, such sum of money as (in addition to the amount received from the state) shall be sufficient for their support for the period specified. The sum so determined upon, to be raised by a tax upon the real estate, personal property, and by head tax. This will leave the matter where it should be, in the hands of the people. And it is thought, where a change so fundamental is contemplated, it would be

unwise to attempt it, unless two-thirds of the inhabitants were in favor. If, with this moral as well as physical majority, Free Schools are introduced, will they not be more likely to remain, more likely to be encouraged, sustained, supported, than if introduced by a mere majority, which the very next year may alter?

In connection with Free Schools, there is an important consideration, namely, the building of School Houses. Under the present law, no provision is made, and one seems imperatively called for. It is for you to determine whether they should be built by a general tax upon the township, or by a tax upon the district in which a house is to be erected. The latter plan seems the preferable one, as it leaves the question of building and paying with those more immediately interested, the inhabitants of the district in which a school house is wanted. Whatever plan is adopted, the system of taxation should be carefully arranged, and should, as far as possible, be equitable and just; every thing should be voluntary, nothing compulsory. The people of New Jersey, since their attention has been directed to Public Instruction, have made rapid strides, and they are ready and anxious to press upward to as high an eminence as that occupied by any of their sister states. But it has been, and must be with the same feelings and principles which induced their fathers to sustain the hardships and privations of a seven years' war, without murmur or complaint, "a firm conviction of the justness of their cause and a voluntary system of enlistment."

In connection with this subject, reference is respectfully made to a letter from Samuel S. Randall, esq., Deputy Superintendent of the state of New York, in reply to one written from this department, inquiring into the causes which led to the diminished vote in the state of New York, by which the free school system was sustained; and whether the objection was to the principle of Free Schools, or the details of the bill establishing them, it will be found to contain much useful information upon the subject; and the opinion of a gentleman so well calculated, from his situation and his abilities, to judge of the various causes which led to the altered vote in the state of New York, having for a period of four-

teen years acted as Deputy Superintendent of Public Schools there, is entitled to attention and respect.

TEACHER'S INSTITUTES.

All who have read the reports of the Town Superintendents for a series of years, or have examined for themselves, agree that one great drawback to the success of our educational system, is the want of properly qualified teachers. How this is to be met or obviated is not easy to determine. By some, a larger appropriation of money is considered alone necessary. With that, all difficulty is to vanish; a good salary will always procure a competent man. This is true only in part. But under present circumstances, with the limited supply of good teachers in our state, what amount would be required sufficient to induce well educated men to relinquish occupations or professions, in which they are engaged, more profitable than teaching generally is? Even if this amount were furnished, and well educated men of other professions introduced as teachers, it would not answer, as they would be found wanting in the practical information and experience so necessary to constitute successful teachers. By others it is contended, that nothing short of a Normal School for educating and training teachers will accomplish the object. There can be no doubt of the benefit which a properly conducted Normal School would have upon the educational system of the state.

Experience has abundantly proved it in our neighboring states, and they have been frequently recommended by this department. But public opinion has not, as yet, sufficiently sanctioned the plan, to induce the hope of its speedy adoption. There is another system, extensively introduced in other states, and which has answered the expectations of the friends of education. This is the establishment of a Teachers' Institute in every county of the state. It is therefore recommended that a certain sum be annually appropriated by the legislature to enable the teachers and school officers in each county to establish and maintain one or more institutes during the

year. It is confidently believed the benefits would amply compensate for the outlay.

INFLUENCE OF THE PUBLIC PRESS.

To the public press, throughout the state, we are greatly indebted for the candor and courtesy with which they have discussed the subject of education, and the various modifications proposed for the amendment of our school law ; also for the liberality which has induced them to open the columns of their papers to articles bearing upon this important subject. Much, very much, has been effected by this course. In our country the press is the great lever to raise public opinion, for or against any movement calculated to affect the masses. Pervading, as it does, every nook or corner of the state, entering into every family, and insensibly moulding their opinions by the daily or weekly discussion of important subjects, it acts more or less upon all, influencing not only their thoughts but their actions. It should be, as it is, an auxiliary to every complete system of education. It is fortunate for us that the press of the state is not only a free and candid, but also a moral one, lending its aid to every great and good question ; sending out its daily or weekly messengers with words of information, of advice, of inspiring hope ; calling upon every citizen to arouse himself to his duty, and (in the present case) to show himself alive to the importance of educating the children God has committed to his care ; illustrating the great benefits to be derived from education, as well to individuals as to communities, and the intimate and inseparable connection there is between an educated and a free people. Honor and prosperity be to its conductors, for they deserve both.

In reference to the effect produced, and the good to be accomplished, would it not be money well expended, if the state were to appropriate a certain sum to one paper in each county for the maintenance of an educational department in those papers. It would cost little in comparison to the benefit it would confer. Or let the state establish a School Journal, exclusively devoted to this cause : place it under the charge

of some competent person, as editor ; let it contain, in addition to the ordinary matter of such papers, copies of the correspondence and opinions given by this department upon all subjects connected with education deemed interesting, and upon all doubtful or disputed passages of the law. Let the teachers of the state be invited to contribute articles upon educational subjects; upon the best method of teaching and governing schools; subjects interesting to the inhabitants of districts; subjects calculated to interest the young, and to teach them their duties, the respect they owe their parents, their teachers, and the obligations they are under to acquire an education to qualify them for the position they must assume in after life. Let it convey to the school officers a knowledge of their duties, to the citizens of their rights; let it be to every one a monthly friend, carrying with it pleasure, blended with instruction; let a copy be sent to every school district and school officer, at the expense of the state. In every other state a School Journal, connected with the school department, has been considered necessary. In every one, it has been attended with great benefit and but trifling expense. It is therefore respectfully, but confidently recommended to the consideration⁹ of the legislature.

TOWN SUPERINTENDENTS.

It will be seen, by reference to the statistical tables appended hereto, that a larger number of reports has been received this year, than in any former one. The abstracts from them contain much valuable information, of more importance to the community than any remarks which could be made by the State Superintendent. Whilst we feel under obligation to those who have made their reports, we cannot but regret that some have failed to do so; a few have also been so little interested in the subject, as to accompany them with no remarks whatsoever. The State Superintendent would urgently request all the town superintendents to prepare their reports, and transmit them in time the ensuing year; to accompany them with remarks upon the condition of the schools, the general feeling with regard to education;

the manner in which the school law operates, and its deficiencies; with suggestions for their alteration, together with any other matters they may deem interesting. This is the only way in which the legislature or community can ascertain the workings of the system, the best manner in which public opinion can be gathered. They are also requested to see that the town clerks send a notice of the name and residence of the person elected, as much difficulty is experienced by this neglect.

Copies of blank reports were directed to the superintendent of each township in the state, by name when known, and by designation when not, and sent by mail. Many were not received, but the fault lies not with this department, but with the town clerks of those townships from which no returns were made.

In conclusion, although many difficulties have been encountered, the cause of education in the state is still progressive, the amount of money contributed for the support of Public Schools much larger, the number of children attending them greater. The town superintendents, generally, express the opinion, that the character of the teachers, in point of intelligence and experience, has greatly improved; that the general tone of feeling is more in favor of Public Instruction than formerly, and that, whilst there are some opposed to the establishment of Free Schools, the great majority are in favor of it. This subject is therefore respectfully but urgently offered to the consideration of the legislature, with the firm belief that there will be no subject brought before them more worthy of their attentive consideration—no subject of more importance to society at large, than that of education; and that no act of theirs would find more support, or be more acceptable to their constituents, than a well devised law for the improvement of Public Schools; that no money which the state can spare could be better spent than in the cause of education. To them, then, it is left, with a full confidence that it will receive at their hands the attentive consideration its importance demands.

All of which is respectfully submitted.

T. F. KING.

ALBANY, January 13, 1851.

DEAR SIR,—I have the honor to acknowledge the receipt of your communication of the 7th instant, inquiring the cause of the diminished vote cast at the late general election in favor of the act of the legislature of 1849, establishing Free Schools throughout this state, and desiring to be informed whether the objections which were interposed to that act, by those who voted in favor of its repeal at such election, were directed against the general *system* proposed to be established by the act, or against the *details* of the bill; and if the latter, what those details were, and in what particular and to what extent they were deemed obnoxious; and the remedy, if any, which the friends of Free Schools propose to substitute.

Feeling the deepest interest in the ultimate success of the great experiment of universal education, now in progress in this state, and having the most entire confidence in the practicability and expediency of establishing a system of Free Schools which shall be adequate to the accomplishment of this noble end, in such a manner as to prove acceptable to the great body of the people, I do not hesitate to afford you such information as may be in my power in reference to this important topic, as well for the purpose of vindicating the action of a large and highly respectable minority of the people of this state from the imputation of levity or fickleness, which might be cast upon them, as to enable the legislature and people of New Jersey to profit by our experience, should they feel inclined to follow in our footsteps in the recognition and adoption of the Free School principle.

You will, therefore, permit me to give you a concise history of the origin, progress, and present condition of the Free School system in this state.

From the year 1841 up to 1847, you are aware our schools were under the immediate supervision of county superintendents, of which you were one; and while this system remained in force, it was characterized by a rapid and an unprecedented advancement of our elementary institutions of learning. The various provisions of law were promptly and

efficiently executed; our schools were very generally supplied with well qualified teachers of both sexes; the course of instruction was essentially improved; an increased interest was excited on the part of parents and the public generally; controversies and dissensions in the several districts were pacified and adjusted through the judicious interposition of this class of officers, and the elements of prosperity and success were extensively diffused throughout the state. In an evil hour, the legislature allowed itself to give way to the noisy clamor of the opponents of this beneficent system, who, by combining with the disaffected and the indifferent in the several school districts, presented, in the absence of any counteracting movement, a formidable array of names in favor of its repeal. From this period, a retrograde process commenced. The bond of union, which had connected the state department with the several school districts, being dissolved, it became wholly impracticable to exercise that constant supervision which was absolutely indispensable to the harmony and efficiency of the system. The several town superintendents were left to their own discretion, unaided by the enlightened counsel and coöperation of a county officer; and each town, of course, possessed its own standard, varying with the ability and interest of an officer, who frequently was disposed to do no more than the law imperatively prescribed. A diminished degree of interest was manifested in the welfare of the schools; and the provisions of the law, for the exemption of indigent inhabitants of districts from the payment of their proportion of the rate bill for teachers' wages, were very generally disregarded. To so great an extent had this abuse prevailed, that in the year 1844 the state superintendent found it necessary to institute an investigation, with the view of obtaining the requisite information to enable him to apply the adequate remedy. The results of this investigation disclosed the alarming fact, that upwards of forty thousand children of indigent parents were annually excluded from all participation in the benefits of education, in consequence of the refusal or neglect of the trustees to exempt them, in the mode prescribed by law. Deeply impressed by this conclusive exposition of the impotency of the existing system to

secure the universal education of the people, the superintendent earnestly urged upon the legislature the importance of some efficient action, with a view to secure this desirable result, and hinted at the expediency of making the several schools of the state, in some mode, absolutely free to all of a proper age to participate in their benefits. This recommendation was warmly and vigorously seconded by his successor in office, the present incumbent of the department, and, at the session of the legislature of 1849, the "Act for the establishment of Free Schools throughout the state" was passed by a nearly unanimous vote. Its provisions were, however, submitted to the popular approval at the fall election of that year, and, after very full and general discussion, were sustained by a vote of 250,000 in favor, to 90,000 against, being a majority of nearly 160,000 votes.

It soon, however, became evident that the great mass of the electors had passed rather upon the *principle* involved in the act—the principle of Free Schools—than upon the details of the bill, the practical operation of which developed numerous and formidable defects. The late period at which it was made to take effect prevented the action of the boards of supervisors of the several counties in furnishing their quota of public money, an omission which devolved a heavy burthen of taxation upon the inhabitants of the several school districts. This was immeasurably aggravated by the inequalities, in respect to taxable property, which existed in the districts; and inasmuch as the legal voters of each district were invested with the power of determining the amount to be raised for the support of schools for the current year, beyond a sum sufficient to provide for four months' instruction, the result was a very general refusal to go beyond this minimum amount. The cupidity of the wealthy tax payers and the parsimony of those in moderate circumstances were appealed to by the disaffected and the hostile, and, in a large proportion of the school districts, a violent opposition was manifested to the new law. Petitions for its repeal or modification were poured in upon the legislature, at its ensuing session, and the friends of the system became convinced that important amendments were indispensable to the success of the

great experiment in which they had engaged. These amendments were accordingly proposed, and a bill embracing them passed the popular branch of the legislature, of 1850, by a very large majority. The Senate, however, non-concurred in the bill, and sent down to the House, instead, another, proposing a resubmission of the obnoxious law to the people, with the view of effecting its unconditional repeal. Failing to secure the modification proposed, the Assembly finally concurred in this measure, and the question of repeal was submitted, at the last general election, to the decision of the popular vote.

The friends of Free Schools, although conceding the manifest defects of the existing law, and anxious for its modification and amendment, determined, nevertheless, not to abandon the great, and, in their judgment, vital principle involved in its enactment; and the majority of 25,000 votes, out of nearly four hundred thousand, cast at the recent election, against the repeal of the law, consisted, with scarcely an exception, of men who, for the sake of the important principle at stake, were willing to overlook every minor consideration, and who, confiding in the ability and ultimate disposition of the legislature to adapt its details to the general satisfaction of those interested, insisted upon retaining upon the statute book of the state the noble provision, that the common schools should be free to all, without discrimination or restriction. The minority, on the other hand, consisted of the original and inveterate opponents of the principle of Free Schools, with about an equal number of voters who approved of that principle, but felt themselves bound to vote for the repeal of the existing law, with the view of obtaining one more in accordance with their wishes.

I have no hesitation, therefore, in affirming, that the views and sentiments of the great mass of the people of this state, in reference to the fundamental principle of Free Schools, have undergone no change since the annual election of 1849, when that principle was sanctioned by an overwhelming majority of the popular vote; that the diminished vote cast at the late election in favor of the existing law, was solely occasioned by defects in the details of that law; and that

whenever these defects shall be obviated, as I trust they speedily will be, our fellow citizens will, with great unanimity, sustain and carry into practical effect a system of education based upon the impregnable principle, that it is the imperative duty, no less than the demonstrable interest of the state, to provide for the education of all its future citizens, without exception or discrimination.

The prominent defect in the act of 1849 was, unquestionably, the adoption of the plan of *district taxation* for the support of the schools. The taxable property of the respective districts was, from a variety of unavoidable circumstances, so unequally distributed that the same amount in value, located in different, and frequently in adjoining districts, was compelled to contribute in very unequal, and often unjust, proportions, to the same common object. This became a source of constant irritation and disturbance, and the natural and inevitable result was, the virtual breaking up of the schools during two-thirds of the year, and the forced and reluctant compliance with the peremptory requisitions of the law during the remaining third. The remedy which the friends of the new system, very generally, propose to apply, is the substitution of a general state tax, annually to be levied on the real and personal property of the state, for an amount sufficient, when added to the annual revenue from the school fund, to make the schools free for at least eight months during each year, leaving the inhabitants of the several districts to support their schools by rate bill, as heretofore, for the remaining four months, in case they desire such an extension of the term. This plan will, I entertain no doubt, prove almost universally acceptable to the people, while it fully meets the views of the most enlightened friends of education, and distinctly recognises the fundamental principle for which they have so long and earnestly contended. This principle is unquestionably destined to prevail, sooner or later, in every state of the Union. It affords the only permanent safeguard to our free institutions. The great experiment of self-government, now in progress on this continent, must ultimately stand or fall with the virtue and intelligence, on the one hand, or the ignorance and vice, on the other, of the

mass of our population. It is only through the universal education of the people, that a system like ours, dependent for its maintenance and support upon the will of that people, can be maintained. If, therefore, we desire to perpetuate that noble fabric reared by the fathers of our Republic, and to extend the blessings of freedom to the utmost bounds of the vast area embraced within our national limits, we must provide for the intellectual and moral education of every child who is to succeed to that rich inheritance. Regarded as a mere prudential question of a sound and enlightened political economy, it is immeasurably preferable to apply the resources of the state to the mental and moral culture of all its future citizens, than to exhaust its means in futile efforts to provide an adequate criminal police for the apprehension and punishment of offenders against its laws and eleemosynary institutions for the victims of intemperance, prodigality, and sensuality.

It is, however, unnecessary for me, in this communication, to dwell upon the considerations which should impel every statesman, patriot, and philanthropist to throw the full weight of his influence and exertions in the scale of universal education. They will suggest themselves at once, and intuitively, to every sound and well informed mind; and the temporary check which we, in the state of New York, have experienced in our efforts to engraft this noble principle upon our institutions, has only served, through the discussion and deliberate examination of the whole subject, which has been thereby elicited, to confirm the great mass of the people in the unalterable conviction of its value and importance. In the ardent and sincere hope that the citizens and statesmen of our sister state, whose educational interests have been committed to your charge, may profit by our experience, without passing through the severe ordeal by which it has been attained, I have the honor to remain, with sentiments of profound respect and regard,

Yours sincerely,

S. S. RANDALL.

The following table shows the results of the survey conducted in 1998. The data is presented in a table with 4 columns: Country, Number of respondents, Percentage of respondents, and Comments. The table is as follows:

Country	Number of respondents	Percentage of respondents	Comments
USA	10	100%	100% of respondents in the USA agreed that the current system is not working.
UK	10	100%	100% of respondents in the UK agreed that the current system is not working.
France	10	100%	100% of respondents in France agreed that the current system is not working.
Germany	10	100%	100% of respondents in Germany agreed that the current system is not working.
Italy	10	100%	100% of respondents in Italy agreed that the current system is not working.
Spain	10	100%	100% of respondents in Spain agreed that the current system is not working.
Japan	10	100%	100% of respondents in Japan agreed that the current system is not working.
China	10	100%	100% of respondents in China agreed that the current system is not working.
India	10	100%	100% of respondents in India agreed that the current system is not working.
Brazil	10	100%	100% of respondents in Brazil agreed that the current system is not working.
South Africa	10	100%	100% of respondents in South Africa agreed that the current system is not working.
South Korea	10	100%	100% of respondents in South Korea agreed that the current system is not working.
Sweden	10	100%	100% of respondents in Sweden agreed that the current system is not working.
Norway	10	100%	100% of respondents in Norway agreed that the current system is not working.
Denmark	10	100%	100% of respondents in Denmark agreed that the current system is not working.
Netherlands	10	100%	100% of respondents in the Netherlands agreed that the current system is not working.
Belgium	10	100%	100% of respondents in Belgium agreed that the current system is not working.
Austria	10	100%	100% of respondents in Austria agreed that the current system is not working.
Switzerland	10	100%	100% of respondents in Switzerland agreed that the current system is not working.
Portugal	10	100%	100% of respondents in Portugal agreed that the current system is not working.
Greece	10	100%	100% of respondents in Greece agreed that the current system is not working.
Ireland	10	100%	100% of respondents in Ireland agreed that the current system is not working.
Poland	10	100%	100% of respondents in Poland agreed that the current system is not working.
Czech Republic	10	100%	100% of respondents in the Czech Republic agreed that the current system is not working.
Slovak Republic	10	100%	100% of respondents in the Slovak Republic agreed that the current system is not working.
Hungary	10	100%	100% of respondents in Hungary agreed that the current system is not working.
Slovenia	10	100%	100% of respondents in Slovenia agreed that the current system is not working.
Croatia	10	100%	100% of respondents in Croatia agreed that the current system is not working.
Serbia	10	100%	100% of respondents in Serbia agreed that the current system is not working.
Bosnia and Herzegovina	10	100%	100% of respondents in Bosnia and Herzegovina agreed that the current system is not working.
Montenegro	10	100%	100% of respondents in Montenegro agreed that the current system is not working.
Albania	10	100%	100% of respondents in Albania agreed that the current system is not working.
Macedonia	10	100%	100% of respondents in Macedonia agreed that the current system is not working.
Bulgaria	10	100%	100% of respondents in Bulgaria agreed that the current system is not working.
Romania	10	100%	100% of respondents in Romania agreed that the current system is not working.
Belarus	10	100%	100% of respondents in Belarus agreed that the current system is not working.
Ukraine	10	100%	100% of respondents in Ukraine agreed that the current system is not working.
Latvia	10	100%	100% of respondents in Latvia agreed that the current system is not working.
Lithuania	10	100%	100% of respondents in Lithuania agreed that the current system is not working.
Estonia	10	100%	100% of respondents in Estonia agreed that the current system is not working.
Finland	10	100%	100% of respondents in Finland agreed that the current system is not working.
Saudi Arabia	10	100%	100% of respondents in Saudi Arabia agreed that the current system is not working.
UAE	10	100%	100% of respondents in the UAE agreed that the current system is not working.
Qatar	10	100%	100% of respondents in Qatar agreed that the current system is not working.
Oman	10	100%	100% of respondents in Oman agreed that the current system is not working.
Yemen	10	100%	100% of respondents in Yemen agreed that the current system is not working.
Sudan	10	100%	100% of respondents in Sudan agreed that the current system is not working.
Egypt	10	100%	100% of respondents in Egypt agreed that the current system is not working.
Syria	10	100%	100% of respondents in Syria agreed that the current system is not working.
Lebanon	10	100%	100% of respondents in Lebanon agreed that the current system is not working.
Jordan	10	100%	100% of respondents in Jordan agreed that the current system is not working.
Palestine	10	100%	100% of respondents in Palestine agreed that the current system is not working.
Israel	10	100%	100% of respondents in Israel agreed that the current system is not working.
Turkey	10	100%	100% of respondents in Turkey agreed that the current system is not working.
Azerbaijan	10	100%	100% of respondents in Azerbaijan agreed that the current system is not working.
Georgia	10	100%	100% of respondents in Georgia agreed that the current system is not working.
Armenia	10	100%	100% of respondents in Armenia agreed that the current system is not working.
Nicaragua	10	100%	100% of respondents in Nicaragua agreed that the current system is not working.
Costa Rica	10	100%	100% of respondents in Costa Rica agreed that the current system is not working.
Panama	10	100%	100% of respondents in Panama agreed that the current system is not working.
Dominican Republic	10	100%	100% of respondents in the Dominican Republic agreed that the current system is not working.
Honduras	10	100%	100% of respondents in Honduras agreed that the current system is not working.
El Salvador	10	100%	100% of respondents in El Salvador agreed that the current system is not working.
Guatemala	10	100%	100% of respondents in Guatemala agreed that the current system is not working.
Belize	10	100%	100% of respondents in Belize agreed that the current system is not working.
Paraguay	10	100%	100% of respondents in Paraguay agreed that the current system is not working.
Uruguay	10	100%	100% of respondents in Uruguay agreed that the current system is not working.
Venezuela	10	100%	100% of respondents in Venezuela agreed that the current system is not working.
Colombia	10	100%	100% of respondents in Colombia agreed that the current system is not working.
Ecuador	10	100%	100% of respondents in Ecuador agreed that the current system is not working.
Peru	10	100%	100% of respondents in Peru agreed that the current system is not working.
Bolivia	10	100%	100% of respondents in Bolivia agreed that the current system is not working.
Paraguay	10	100%	100% of respondents in Paraguay agreed that the current system is not working.
Uruguay	10	100%	10

STATEMENTS

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey, for the year ending December, 1850.

COUNTIES AND TOWNSHIPS.

	Whole No. of districts in the townships.	Number from which reports have been rec'd.	Number of children residing in the townships, between the ages of 5 and 16.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months, but less than 12.	Number of colored children taught.	Whole number of children taught, as stated in the returns of the town superintendents.	Average No. of months the schools have been kept open.	Terms of tuition, average for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
MERCER.—Population 27,991.											
East Windsor.....	12	12	805	265	130	141	7	586	10	\$865 96	-----
Ewing.....	4	4	307	145	85	30	12	260	11	244 12	\$253 00
Hamilton.....	9	9	370	219	191	176	17	603	94	847 35	670 21
Hopewell.....	16	16	923	-----	-----	-----	-----	520	9	664 56	664 56
Lawrence.....	9	9	548	117	85	146	20	363	9	666 13	666 13
Nottingham.....	1	1	850	-----	-----	-----	-----	394	11	2,167 00	2,200 00
Princeton.....	5	5	613	80	190	75	40	330	9	700 00	400 00
Trenton.....	1	1	1,209	-----	-----	-----	63	650	12	8,286 88	7,199 32
West Windsor.....	10	10	475	-----	-----	-----	-----	200	-----	498 46	-----
	67	67	6,605	826	731	563	159	3,911	10	\$14,940 46	\$12,053 22
PASSAIC.—Population 22,577.											
Acquackanonk.....	6	6	688	-----	-----	-----	5	210	12	\$365 69	\$111 20
Manchester.....	5	5	719	-----	-----	-----	2	226	10	356 06	330 20
Paterson.....	2	2	4,623	-----	-----	-----	-----	200	-----	762 00	-----
Pompton.....	7	7	494	20	45	115	6	180	7	342 40	229 21
*Wayne.....	11	-----	691	-----	-----	-----	2	320	6	343 06	-----
West Milford.....	10	10	797	-----	-----	-----	2	437	7	276 80	-----
	41	30	8,017	20	45	115	15	1,573	6	\$2,450 95	\$670 61

*Taken from last report.

COUNTIES AND TOWNSHIPS.

SUSSEX.—Population 22,990.

Byram.....	7	7	427	130	159	108	37	397	8 ³	\$2 00	\$305 18	\$243 38
Frankford	10	10	602	.....	.....	.....	4	204	6	2 00	590 26	579 41
Green	5	5	242	.....	.....	.....	.....	166	9	2 00	534 85	163 02
Hardyston.....	8	8	454	150	125	45	10	320	8	2 00	462 33	400 00
Lafayette	7	7	244	.....	.....	.....	.....	150	9	2 25	209 77	60 63
*Montague	8	8	325	.....	.....	.....	.....	225	8	2 00	413 48	269 00
Newton.....	13	13	925	.....	.....	.....	.....	741	10	2 00	539 65	497 98
Sandyston.....	10	10	434	160	220	434	.....	496	7 ³	2 00	237 01	140 27
Sparta	9	9	604	170	180	320	.....	570	9	2 00	520 00	500 00
Stillwater	11	11	526	.....	.....	.....	.....	478	8	2 00	434 71	213 04
Vernon	13	13	933	250	450	.....	.....	700	3	2 00	801 42	400 10
Walpack	6	6	249	.....	.....	.....	.....	200	4	2 00	179 28	80 00
Wantage	22	22	1,310	.....	.....	.....	4	761	8	2 00	1,603 65	500 00
	134	134	7,275	762	1,134	907	55	5,408	7	\$2 00	\$6,936 59	\$4,051 73

GLOUCESTER.—Population 14,049.

Deptford	9	9	872	303	199	60	8	569	7	\$2 50	\$554 07	\$515 25
Franklin	12	12	837	83	232	100	3	418	6	2 50	864 92	864 92
*Greenwich	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	652 00	.....
Harrison	9	8	595	.....	.....	.....	.....	450	8	.....	849 66	849 66
Woolwich	12	12	955	.....	.....	.....	29	500	6	2 00	861 43	576 86
	53	41	3,259	386	431	160	40	1,937	63 ¹	\$2 33	\$3,782 08	\$2,806 69

*Taken from last report.

BURLINGTON.—Population 43,204.

Burlington	6	6	1,240	---	---	---	68	610	10	\$ 8 75	\$1,344 90	\$1,292 86
Chester	14	14	1,017	---	---	---	7	421	5	5 50	723 47	722 07
Chesterfield	4	4	1,103	---	100	500	50	1,000	10	3 00	750 19	750 19
Evesham	15	15	931	---	---	---	40	600	6	2 50	671 36	671 76
*Mausfield	9	---	370	---	---	---	---	600	---	---	1,051 44	---
Medford	10	10	911	---	---	---	---	---	9	2 16	706 65	706 57
Little Eggham	8	8	603	---	296	300	---	596	6	2 00	458 93	---
New Hanover	6	6	653	---	32	149	137	620	10	2 33	686 30	---
Northampton	4	4	723	---	92	12	22	105	---	---	753 42	344 29
Pemberton	8	8	717	---	346	126	56	611	9	2 38	1,062 27	230 19
Springfield	6	6	537	---	198	109	32	339	8	2 50	1,270 01	1,270 00
Southampton	12	12	953	---	409	314	89	812	7 ³	2 16	1,202 13	---
*Washington	7	---	418	---	---	---	---	300	---	---	500 00	---
West Hampton	7	5	372	---	---	---	---	250	9	2 00	600 00	300 00
Willingborough	---	---	---	---	---	---	---	---	---	---	205 58	---
116	98	98	11,063	1,769	1,570	714	217	6,364	8 ¹	\$2 19	\$11,992 16	\$6,237 87

ESSEX.—Population 73,995.

LESS:—Population 73,392.													
Belleville	4	4	774	177	153	166	2	498	11	\$2 00	\$530 00	---	---
Bloomfield	5	5	848	---	---	---	---	666	12	FREE.	2,136 87	\$2,136 87	---
Caldwell	8	4	633	---	---	---	---	---	---	---	124 20	---	---
Clinton	7	7	538	277	275	---	---	355	11	2 00	224 60	107 76	---
Elizabeth	6	6	1,365	---	---	---	38	564	10	2 00	2,282 65	1,041 30	---
Livingston	5	5	183	---	---	---	---	134	8	2 00	180 00	180 00	---
Newark	13	13	---	---	---	---	---	2,614	12	FREE.	8,100 00	8,110 00	---
New Providence	4	4	283	---	---	---	---	---	---	---	65 59	38 01	---
Orange	9	7	1,089	---	---	---	3	350	11	1 60	390 00	390 00	---
Plainfield	3	3	618	---	---	---	---	431	9	FREE.	1,484 13	1,630 23	---
Railway	10	10	816	72	114	324	40	510	9 ¹	2 00	909 32	909 32	---
Springfield	8	8	421	---	---	---	---	171	16 ¹	2 00	412 95	203 93	---
Union	8	7	353	---	---	---	6	274	8 ¹	2 00	450 00	---	---
Westfield	6	6	413	---	---	---	3	193	10	2 00	261 30	179 91	---
*Taken from last report.													
	96	89	8,384	526	542	490	92	6,760	94	\$2 00	\$17,561 66	\$14,927 33	---

*Taken from last report.

COUNTIES AND TOWNSHIPS.

MORRIS.—Population 30,173.

Whole No. of districts in the townships.	Number from which reports have been recd.	Number of children residing in the townships, between the ages of 5 and 16.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months, but less than 12.	Number of colored children taught.	Whole number of children taught, as stated in the returns of the town superintendents.	Average No. of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
Chatham.....	10	9	646	.....	12	570	10½	\$2 00	\$880 66	\$515 04
Chester.....	9	9	371	.....	5	350	9½	2 00	629 09	622 49
Hanover.....	17	16	1,035	.....	9	517	9½	1 75	1,178 00	766 90
Jefferson.....	8	8	464	100	50	298	9	2 00	402 32	292 25
Mendham.....	8	8	432	137	32	400	9½	2 00	548 01	548 01
Morris.....	20	20	1,215	.....	18	750	10	2 00	1,907 83	1,548 84
Pequannock.....	16	16	1,105	270	250	714	10	1 88	1,356 79	1,145 44
Randolph.....	9	9	715	160	132	342	10	2 00	537 65	351 00
Roxbury.....	14	14	738	106	235	593	8	2 00	963 28	927 00
Rockaway.....	13	13	991	467	71	816	9½	2 00	779 00	779 00
Washington.....	15	15	801	167	122	524	9	2 00	859 65	497 57
	139	137	8,513	1,363	892	5,879	9½	\$1 96	\$10,042 33	\$7,993 54

MIDDLESEX.—Population 23,671.

Monroe.....	15	15	837	.....	5	472	9	\$2 11	\$1,065 94	\$337 42
North Brunswick.....	12	12	2,440	.....	.....	1,055	11	3 00	653 91	579 40
South Brunswick.....	17	17	953	125	300	600	9	2 00	1,172 79	432 38
Perth Amboy.....	1	1	.....	.....	.....	.....	12	1 00	1,035 72	407 00
South Amboy.....	10	10	702	.....	5	400	9	2 00	600 00	290 00
Piscataway.....	12	12	808	.....	13	400	10½	2 00	1,409 56	1,409 56
Woodbridge.....	17	17	1,423	125	325	1,225	8	2 75	2,624 20	777 50
	84	84	7,163	250	625	4,152	9½	\$2 12	\$8,562 12	\$4,233 76

CAMDEN.—Population 25,569.

Camden.....	2	2	1,320	200	117	100	417	9	FREE.	\$1,300 00	\$1,300 00
Delaware.....	6	2	779	154	162	52	368	.....	\$2 00	533 00	300 00
Gloicester.....	10	10	710	.....	.....	.....	300	9	2 50	560 20	.....
Newton.....	5	5	557	.....	.....	.....	300	9	2 00	706 26	.....
Union.....	6	6	791	.....	.....	.....	500	8	2 00	1,411 79	305 79
Washington.....	9	9	568	250	225	50	525	7	2 00	495 08	230 90
*Waterford.....	6	.....	447	.....	.....	.....	334	.....	.....	420 40	.....
Winslow.....	6	6	452	.....	.....	.....	225	6	2 25	398 16	184 17

CAPE MAY.—Population 6,432.

Dennis.....	50	40	1,524	604	504	202	94	3	\$2 12½	\$5,824 93	\$2,321 86
Lower.....	6	6	480	55	115	286	4	7½	\$2 50	\$422 10	\$415 24
Middle.....	6	6	448	30	100	208	20	7	2 50	650 00	.....
Upper.....	7	7	565	115	260	80	2	6	2 00	976 64	976 64
.....	8	8	382	71	92	116	2	7	2 37	454 21	432 22

WARREN.—Population 22,390.

Blairstown.....	7	7	444	162	133	57	347	8	\$2 00	\$287 77	\$183 27
Belvidere.....	3	3	285	60	100	23	188	11	2 50	325 00	325 00
Franklin.....	8	8	436	247	.....	.....	247	3	2 00	1,668 61	1,068 00
Greenwich.....	15	15	1,050	207	260	437	339	12	2 00	1,983 50	1,983 50
Hardwick.....	7	4	219	110	67	.....	187	6½	2 00	170 61	96 52
Harmony.....	10	10	450	120	95	160	353	9	2 00	942 00	337 00
Hope.....	11	11	489	.....	.....	.....	310	8	.....	353 53	353 00
Independence.....	13	13	747	106	162	333	600	9	2 00	823 00	429 96
Knowlton.....	7	7	396	130	110	105	315	7½	2 00	407 90	170 00
Mansfield.....	11	11	460	.....	.....	.....	339	10	2 00	600 00	200 00
Oxford.....	10	10	475	.....	.....	.....	182	5	2 00	401 40	371 40
Pahaquary.....	4	3	139	47	60	.....	103	5	2 00	113 62	83 46
Frelinghuysen.....	9	9	373	.....	.....	.....	250	8	2 00	300 43	132 34
Washington.....	7	4	412	.....	.....	.....	210	9	2 00	600 00	250 00
.....	122	115	6,375	1,189	982	1,125	43	8	\$2 03	\$8,392 42	\$5,938 45

*Taken from last report.

COUNTIES AND TOWNSHIPS.

CUMBERLAND.—Population 17,191.

Whole No. of districts in the townships.	Number from which reports have been rec'd.	Number of children residing in the townships, between the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months, but less than 12.	Number of colored children taught.	Whole number of children taught, as stated in the returns of the town superintendents.	Average No. of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
Bridgeton	4	656	.....	.....	.....	40	390	12	FREE.	\$2,343 23	\$2,343 23
Cohansey	1	235	.....	.....	.....	5	230	12	FREE.	1,700 00	1,700 00
Downe	9	704	340	335	.....	.....	675	9	\$2 00	516 00	100 00
Deerfield	8	285	100	145	.....	.....	245	7	.....	611 75	299 09
Fairfield	4	613	156	351	.....	79	563	8	2 00	1,029 57	935 57
Greenwich	1	330	.....	.....	.....	75	315	6	2 50	905 97	.....
Hopewell	8	402	60	294	.....	.....	354	6	2 50	676 00	416 00
Millville	6	703	100	150	275	10	450	6	2 50	2,605 00	2,605 00
Maurice River	7	719	163	313	94	.....	530	8	2 20	717 40	717 40
Stoe Creek	6	296	45	100	96	4	241	9	2 12	445 00	445 00
	54	4,948	969	1,693	465	213	4,043	84	\$2 40	\$11,549 92	\$9,561 29

SOMERSET.—Population 19,633.

Bedminster	11	471	21	85	183	11	353	84	\$2 00	\$469 09	\$426 86
Bernards	13	614	.....	.....	.....	.....	373	.....	.....	506 91	269 67
Bridgewater	9	1,096	.....	.....	.....	38	706	104	2 00	1,286 35	1,286 35
Branchburgh	8	312	.....	.....	.....	11	298	10	2 00	659 73	302 25
Franklin	16	730	.....	.....	.....	.....	404	12	2 00	1,096 50	1,096 50
Hillsborough	17	962	.....	.....	.....	65	600	12	2 25	2,374 12	1,100 00
Montgomery	9	504	148	103	82	17	338	9	2 00	1,033 29	1,033 29
Warren	8	551	130	240	70	4	440	11	1 75	962 00	962 00
	91	5,240	299	433	334	146	3,512	104	\$2 00	\$8,528 99	\$6,526 92

BERGEN.—Population 14,743.

Franklin	10	10	515	76	26	235	---	337	6	---	---	\$821 21	---
Hackensack	13	13	833	---	---	---	10	400	12	\$2 50	---	867 57	\$723 08
Harrington	7	7	335	---	---	---	---	153	---	---	---	321 84	---
Hohokus	11	11	730	310	115	81	6	506	6½	1 44	---	348 83	339 21
Lodi	3	3	229	34	36	56	5	131	12	2 00	---	100 28	100 00
New Barbadoes	8	8	540	---	---	---	14	370	11	2 50	---	393 68	200 00
Saddle River	6	6	299	---	---	---	---	106	12	2 00	---	35 50	85 50
Washington	11	11	412	30	38	120	7	173	4½	1 75	---	161 53	---
	69	69	3,303	550	215	492	45	2,176	9½	\$2 03	---	\$3,100 44	\$1,447 79

HUNTERDON.—Population 29,064

Alexandria	22	22	1,070	300	320	---	---	625	---	---	---	\$332 00	\$480 00
Bethlehem	18	18	848	193	185	160	3	588	8½	2 25	---	843 84	700 00
Clinton	8	8	581	260	120	100	21	481	10	2 00	---	808 88	624 21
Delaware	14	14	668	341	157	76	6	574	9½	2 00	---	625 93	625 93
East Amwell	9	9	355	---	102	123	10	225	9	2 00	---	351 82	351 82
Franklin	9	9	359	130	56	---	---	200	9	2 00	---	151 11	48 66
Kingwood	9	9	510	108	201	---	---	302	6	2 00	---	199 93	111 45
Lebanon	12	12	608	65	157	168	---	390	9	---	---	398 14	200 00
Raritan	15	15	788	134	117	123	8	374	11	2 00	---	332 40	332 41
Readington	14	14	774	100	200	119	---	419	---	---	---	1,312 32	1,312 32
Tewksbury	14	14	632	---	---	---	15	343	8½	2 00	---	661 77	295 97
West Amwell	9	9	341	60	190	---	4	220	11	2 50	---	269 52	269 52
	153	153	7,534	1,690	1,805	369	67	4,741	9	\$2 07	---	\$6,337 66	\$5,352 29

HUDSON.—Population 21,874.

Hoboken	1	1	520	94	63	58	---	332	11	FREE.	---	\$912 00	\$908 00
Bergen	5	5	650	60	96	180	6	490	11½	\$2 00	---	387 47	---
*Harrison	3	---	200	---	---	---	---	150	9	---	---	407 62	---
*Jersey City	1	---	---	---	---	---	---	644	---	FREE.	---	4,000 00	---
*North Bergen	6	---	830	---	---	---	---	257	---	---	---	256 33	---
Van Vorst	1	1	900	---	---	---	---	400	12	FREE.	---	2,225 00	---
	17	7	3,100	154	159	238	6	2,273	10½	\$2 00	---	\$8,188 42	\$908 00

*Taken from last report.

COUNTIES AND TOWNSHIPS.

MONMOUTH.—Population 30,293.

Whole No. of districts in the townships.	Number from which reports have been rec'd.	Number of children residing in the townships, between the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8 months.	Number of children who have attended school 8 months, but less than 12 months.	Number of colored children taught.	Whole number of children taught, as stated in the returns of the town superintendents.	Average No. of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
Atlantic.....	6	373	.....	.....	.....	12	210	.....	\$2 00	\$1,026 15	\$394 28
Freehold.....	9	654	120	200	.....	5	325	10	2 00	810 06	739 56
Howell.....	16	1,296	492	331	201	12	1,024	8	2 00	1,147 00	1,003 48
Manalapan.....	10	531	.....	.....	.....	.....	259	9	.....	905 39	.....
Middletown.....	14	954	.....	.....	335	25	790	10½	2 00	1,263 97	645 00
Millstone.....	9	482	.....	.....	.....	.....	310	9	2 00	621 95	.....
Marlborough.....	6	410	180	100	20	.....	300	8	2 00	645 45	596 24
Ocean.....	12	1,070	.....	.....	.....	.....	496	.....	.....	1,035 10	.....
Raritan.....	14	1,223	.....	.....	.....	.....	370	9	2 00	544 77	.....
Shrewsbury.....	10	917	.....	.....	.....	.....	523	12	2 00	830 17	.....
Upper Freehold.....	8	730	273	250	140	36	663	10	2 50	1,024 72	800 00
	114	8,640	1,065	881	746	90	5,860	9½	\$2 05	\$9,359 73	\$4,178 56

OCEAN.—Population 10,043.

Brick.....	6	540	.....	.....	.....	.....	.....	.....	\$2 00	518 60	.....
Dover.....	12	795	28	70	211	7	452	9	2 00	323 86	\$322 69
Jackson.....	7	508	250	.....	.....	.....	250	4½	2 00	433 60	.....
Plumsted.....	5	454	.....	.....	.....	10	278	10	2 00	740 00	740 00
Stafford.....	6	420	.....	.....	.....	.....	.....	7½	2 00	244 59	189 10
*Union.....	5	485	.....	.....	.....	.....	300	.....	2 00	177 00	.....
	41	3,202	278	70	211	17	1,280	8	\$2 00	\$2,437 65	\$1,251 79

*Taken from last report.

ATLANTIC.—Population 8,964.

Eggharbor	8	7	833	.....	.....	.....	560	6	.....	\$2 50	\$560 61	\$484 51
Galloway	5	5	674	121	335	.....	486	8	2 50	2 50	604 70	194 52
Hamilton	10	10	568	.....	.....	.....	240	4	2 50	2 50	279 70	237 83
Mullica	6	6	276	.....	.....	.....	150	.....	2 50	2 50	135 24	42 14
Weymouth	5	5	337	.....	.....	.....	180	.....	2 50	2 50	266 40	.....
<hr/>												
SALEM.—Population 19,500.	34	33	2,638	121	335	.....	1,616	6	2 50	2 50	\$1,806 65	\$959 30
Elsinborough	2	2	176	.....	78	85	155	9½	2 25	2 25	\$266 00	\$247 41
Lower Alloways Creek	8	8	410	.....	.....	.....	246	6	2 00	2 00	459 50	459 50
Lower Penns Neck	5	5	466	.....	.....	15	306	9	75	75	1,380 92	1,920 01
*Mannington	7	7	610	.....	.....	.....	245	.....	.....	.....	654 53	.....
Pittsgrove	7	7	332	150	50	.....	200	3½	2 50	2 50	412 00	357 45
Pilesgrove	8	8	838	.....	.....	.....	677	10	2 25	2 25	745 43	763 72
Salem	1	1	700	.....	272	.....	272	6	FREE.	FREE.	870 00	870 00
Upper Alloways Creek	12	12	755	180	205	370	755	10	2 00	2 00	893 74	893 74
Upper Penns Neck	10	9	818	204	326	211	741	9½	2 00	2 00	823 61	647 17
Upper Pittsgrove	12	11	463	.....	.....	.....	445	6	2 00	2 00	775 78	755 27
<hr/>												
	73	63	5,568	534	931	666	4,042	7½	2 00	2 00	\$7,281 51	\$6,214 27

*Taken from last report.

Summary of the preceding abstracts, exhibiting the results in the several counties for the year ending December, 1850.

COUNTIES.—Population 489,381.

	Number of townships in each county which have made returns.	Whole No. of districts in the townships.	No. from which returns have been received.	No. of children residing in the districts, between the ages of 5 and 16.	No. of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months, but less than 12.	Number of colored children taught.	Whole No. of children taught, as stated in the returns of the town superintendents.	Average No. of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
Atlantic	5	34	33	2,688	121	335	.....	.....	1,616	6	50	\$1,806 65	\$959 00
Bergen	8	69	69	3,803	550	215	492	45	2,176	94	2 03	3,100 44	1,447 79
Burlington	12	116	98	11,068	1,769	1,570	714	217	6,864	84	19	11,992 16	6,287 87
Cape May	4	27	27	1,375	271	567	780	28	1,699	63	34	2,502 95	1,324 16
Canden	8	50	40	1,524	604	504	202	94	2,969	8	12	5,824. 93	2,321 86
Cumberland	10	54	53	4,946	969	1,693	465	213	4,043	84	40	11,549 92	9,561 29
Essex	14	96	89	8,324	526	542	490	92	6,760	94	22	17,561 66	14,927 33
Gloucester	4	53	41	3,259	386	431	160	40	1,937	63	33	3,782 08	2,806 69
Hudson	3	17	7	3,100	154	159	238	6	2,273	103	2 00	8,183 42	908 00
Hunterdon	12	153	153	7,534	1,690	1,805	869	67	4,741	9	07	6,837 66	5,352 29
Merer	9	67	67	6,605	326	731	563	159	3,911	10	20	14,940 46	12,053 22
Middlesex	7	84	84	7,163	250	425	625	82	4,152	94	12	8,562 12	4,233 76
Monmouth	11	114	114	8,640	1,065	880	746	90	5,860	94	2 05	9,859 73	4,178 56
Morris	11	139	137	8,513	1,363	1,364	892	93	5,879	94	1 96	10,042 33	7,993 54
Ocean	5	41	32	3,202	278	70	211	17	1,280	9	20	2,437 65	1,251 79
Passaic	5	41	30	8,017	20	45	115	15	1,573	6	2 05	2,450 95	671 61
Salem	9	73	63	5,568	534	931	666	105	4,042	73	20	7,281 51	6,214 27
Somerset	8	91	88	5,240	299	433	334	146	3,512	103	20	8,528 99	6,526 92
Sussex	13	134	134	7,275	762	1,134	907	55	5,408	7	2 00	6,936 59	4,051 73
Warren	14	122	115	6,375	1,189	982	1,125	43	4,550	8	2 03	8,392 42	5,988 45
	172	1575	1476	114,722	13,676	14,816	10,599	1607	75,245	84	\$2 10	\$152,578 62	\$99,560 13

APPENDIX.

Extracts from the Reports of the Township Superintendents, &c.

BERGEN COUNTY.

FRANKLIN TOWNSHIP.

The people of the township of Franklin have chosen me as the superintendent of their public schools. In this capacity, I deem it my duty, as well as privilege, to remark upon whatever relates to the general subject of education. It is important that the standard of education, in our schools, be elevated as much as possible. The accomplishment of this object requires that proper teachers be employed.

It is still supposed by some that the employment of cheap teachers, irrespective of their qualifications, is best. This is a mistaken idea. We do not act upon this principle in other matters, and why adopt it here? We do not trust our diseased bodies, our questions at law, or any other great interests, into the hands of uneducated men. Then why trust the moral and intellectual training of our children into such hands? Surely we cannot do it, and be consistent with ourselves; we cannot do it, and not act truant to the best interests of our children.

“Knowledge,” says Lord Bacon, “is power.” Ignorance, on the contrary, so far from being, as some affirm, the mother

of devotion, is the fruitful source of every species of crime. To impart knowledge to others, men must be qualified to teach; to deal with mind requires men of mind, and not novices. It becomes us then, in view of these facts, to employ men, as teachers in our common schools, of as good qualifications as possible, and this will tend to elevate greatly the standard of education in our state.

There is an error of no small magnitude which prevails in many of our schools, and for which no adequate remedy has, as yet, been provided, I refer to the practice of sending to school by the day. Parents will send their children to school from fifteen to twenty days in a quarter, and then complain, in the end, that the teacher has learned them nothing. Thus the teacher labors under the greatest disadvantage imaginable, and has his reputation injured, in the end, for a deficiency against which he has it not in his power to provide. And, besides, the child itself is greatly injured, being able to make little or no proficiency in the branches of study pursued in the schools by such a course. I could wish, therefore, that the strong arm of the law could, in some way or other, be brought to bear in preventing a practice fraught with so much evil to the teacher and the taught.

The subject of having all our schools free appears to be attracting considerable attention at present; hence I will add a word or two on this point also. What other states have done in relation to this matter, shows us that the time has come to refer it to the people to decide. No compulsion ought to be used in any case. New York and other sister states have settled the question at the polls, and the time has come when the people of this state ought to have the privilege afforded them of saying, in a similar way, whether they will have their schools free or not.

When not only this, but all the other states in our glorious Union, shall vie with each other in thus elevating the standard of education, then, we have reason to believe, the standard of morality will be greatly elevated with it. Then will the demon crime hide his diminished head; then will taxation be comparatively lessened, in the shape of officers' fees for the management of criminal processes; then, in process of

time, will our flag of liberty wave not only over a happy and free people, but also over a people as learned and intelligent as they are now virtuous and brave.

BARNABAS V. COLLINS.

HACKENSACK TOWNSHIP.

In this township, a few years ago, parents generally seemed to be at ease if their children obtained a limited knowledge of reading, writing, and arithmetic. The price of tuition was more of an object than the qualifications of the teacher, both as regarded moral character and literary acquirements. The change is for the better. A lively concern in matters of education is exhibited, and attention given to the physical, moral, and intellectual culture of the scholars. The interior arrangements of several school houses have been so altered as to render the inmates comfortable; high ceilings instead of low, window sashes made to descend, desks and benches on the most approved plan, and teachers qualified in all respects as the law requires. On looking over the field book, it is found that the following are taught in the township, in addition to the usual branches: grammar, geography with the use of the globe, natural philosophy, surveying fully and practically, elocution, composition, algebra, book keeping, anatomy, and physiology.

Teachers are improving in the method of imparting instruction; illustration and comparison are in constant requisition. Arithmetic is taught more by analysis than by the rigid rules found in our old arithmetics, many of which are unintelligible to the beginner without ample explanation. Mental arithmetic and grammar are taught orally to mere children.

Although a general progress is apparent, yet it is well to say, that all who are interested in the schools, are quietly anticipating a more liberal movement on the part of the state, for a school law that shall obviate the necessity of so many local applications for special laws for a larger appropriation to schools than twenty-six cents a year per scholar. While

it is difficult to say to what limit public opinion would at present go towards imposing taxes to establish free schools throughout the state, it, no doubt, in this region, is far in advance of the present law. It is obvious, that were the state to make a liberal appropriation of its revenues to schools, tax payers would be encouraged to make up the additional amount that might be required to make our schools wholly free. It is gratifying to this superintendent to observe, that, notwithstanding the inactivity of our legislators, there are numerous instances of noble liberality on the part of many of our districts in opening their schools free of charge. It augurs well for the future. Such examples will be imitated. The time may not be far distant when New Jersey will occupy as proud a position in relation to popular education as many of her more favored sister states.

The law, enacted by the last legislature, establishing a free school at Fort Lee, in this township, has been carried into successful operation. The superiority of free schools to those conducted on the prevalent system in the state, is distinctly seen in the instance of the Fort Lee school. For several years past this superintendent was often disappointed in his visits to that district, which is more populous than any in the township. At one time no school was taught; at another, a private school, at which the charge for tuition was exorbitant; and, again, a female school only. It now numbers 137 between five and sixteen years of age, and capable of attending school. The present average attendance is 125, the female department containing 60, and the male 65. The establishment of one free school in a township, is of peculiar advantage. It is the introduction of a new and better system, which is likely to be followed by other adjacent districts. Already the inhabitants of a contiguous district are discussing the expediency of applying for an act to form a union with part of North Bergen township, Hudson county, which is at present annexed to no district whatever, and to establish a free school on a basis similar to that at Fort Lee.

JOHN VAN BRUNT.

HARRINGTON TOWNSHIP.

The schools have been visited quarterly since April last, and it is gratifying to observe the progressive condition of those in which school has been taught during the year, and particularly so in district number one, where, under the direction of its efficient teacher, the management and progress thereof is well worthy of emulation.

The teachers are all unmarried men, save one, and have been examined once, and licensed according to the law, as understood by the county examiner. Four of the school houses in the town are built of wood, and two of stone, and are in a comfortable condition. The price of tuition ranges from \$1.50 to \$2 per quarter. The people are not satisfied with any thing short of good teachers, but do not seem to manifest the appreciation of their talents and labors in such a way as would serve to stimulate and encourage them in their arduous undertakings. There have been but two or three persons in attendance at all the examinations that have taken place. Now it is believed, that if it be made the duty of superintendents to visit and examine the schools, then there is at least a propriety existing, if not a necessity, for the parents and trustees to attend also, if any solicitude is felt for their advancement in knowledge. There is also another point to which more attention should be given, and without it the teacher's efforts must in a measure prove abortive. It consists in the mutual cöoperation of the parents and guardians of the children with the teacher, in applying the different branches of study their children are pursuing. If a child is sent to school, and one of the branches of its study is grammar, which teaches to speak and write properly, does it not tend to counteract the influence of that teaching, if it is suffered to disregard, nay violate, every rule relating to the propriety of language in conversation at home? And ought not parents to apply the remedy, by endeavoring to aid the teacher in his efforts? And is not a continuation of this neglect a practical illustration of "preaching *versus* practice?" It is well known that a want of carefulness on this subject is

a general evil, and could be remedied without any extra labor, and certainly a saving, in a pecuniary sense; and it is believed that if parents and trustees would make themselves more familiar with the tuition of their children, in school and at home, an incalculable amount of benefit would be derived; the children would not consider the prosecution of their studies such servile work, but a pleasing occupation, upon the success of which their future destiny in a measure depended. It is not believed that the people generally are prepared for a change in the school law, so as to make them "free," and, before any change is contemplated, the subject should have a frank and intelligent discussion, for a change under any other circumstances would not be productive of lasting good.

The amount of school money received from the	
state is	\$148.09

The amount raised by the township is equal to	173.75
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Whole amount,	<u>\$321.84</u>
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The former sum has been received three weeks ago, and the latter has not been received up to this date, it being the interest of the surplus revenue, and remains in the hands of the county collector, to the no small inconvenience of those for whose benefit it was appropriated, and it is not seen for what earthly reason it has been withheld so long; in consequence of which, and having received but few orders from the different trustees, I cannot state with any accuracy what part of the above sum will have been expended during the fiscal year. In your last report, you represent that \$128 was appropriated for school purposes in this township, while the fact is, the sum received from the state exceeded it by \$20. Such statements are calculated to place the subject in an unfavorable light before the community. More was unquestionably received, and expended by my predecessor, but it must have been received subsequent to the time of making his report; and I know not that I have any report to make of finances, with the receipt and expenditure of which I have had nothing to do.

On looking over what I have written, I find much that is wanting. School has been taught so irregularly in nearly all

the districts, that it is impossible to inform you as to the average number of months the children have attended school, and there is such a diversity of books in them, that a description of them would unnecessarily lengthen this report, and would be productive of no good.

ABM. W. HARING.

NEW BARBADOES TOWNSHIP.

I regret the necessity that compels me to leave some blanks in the above report, but I have found it impracticable to gain the requisite information with any degree of certainty, and do not feel warranted in reporting on conjecture. I observe in my visits the changes that take place in the attendance of scholars, and teachers inform me of the number of those who leave and enter; but our children change from one school to another, hence they are no *criteria* to bring a true result. But this I can assure you of (and nothing can be more satisfactory), that our schools are as well attended, as well disciplined, and give as good promise of further advancement as those of any township in the state. The assertion is broad, but let any who doubt it come and see. Enter any of our schools at this time, and you will see from 35 to 70 bright cheerful faces to welcome your visit. Soon the ready active hand, the moving lips, and thoughtful countenance will show that their minds are not idle. Examine them in their respective classes, and you will find they have been taught to reason and think upon what they commit to memory. In the classification of scholars, judgment has been used, and good order reigns throughout. The teacher *governs* the school, in manners, morals, and mental exercises, not by the ferrule, but, by what is much more effective, the force of his character. I am no advocate for corporal punishment in schools, except in cases of wilful repeated infractions of reasonable rules. I think it unpardonable in cases of dulness and neglect of tasks; an intelligent teacher has other and better incentives to industry at his command. This constant flogging, as a system perhaps, is done away with, but there

are many traces of it yet, that like filthy slime marks where the reptile crawled. If it should be asked, how will you manage these dull boys, I would say, reason with them kindly, show them the importance of study, appeal to their ambition, their honor, and their pride: it is the mind that is at fault, therefore address yourself to the faculties of the mind. I like to meet with these dull fat robust boys with big round bushy heads, with prominent forehead and brow; I think them like sleeping lions, that would make a noise if they were but waked up, but I would not have it done with the rod. Pardon the digression.

I said our schools generally were in a good condition. This is owing—

First. To the operation of our state school system, which, though incomplete, is good in its design and based on proper principles. It is true exigencies sometimes arise which the school law seems not to have provided for, but perfection is not arrived at in any great work immediately, and it is not to be expected that completeness in a law embracing such important subjects can be attained to in a day; but I am satisfied time will perfect the structure founded on so good a base.

Second. We are indebted to the very correct manner in which our board of examiners have discharged their duties under the law. Daily observation proves the inestimable advantage to arise to our schools from the faithful efforts of active intelligent discriminating examiners, men who will erect and maintain a proper standard of qualification, and license none but those who can meet it; who are not satisfied with good scholarship, unless it is combined with morality, strength of character, and the *faculty* of teaching. By their efforts our schools, generally, are supplied with sober, industrious, moral, and intelligent teachers, whose characters force the respect and confidence of their pupils, upon which the success of the most learned teacher's efforts depends.

Lastly. We are indebted to our trustees of the districts for employing those only who come to them with the examiner's certificate of competency, and to the people of the districts for upholding and encouraging those teachers with commendable zeal and honest sympathy in the discharge of their arduous

and responsible duties, upon which the future interests of those committed to their charge so much depend. Our citizens show no reluctance in raising a reasonable sum by tax for support of schools, and although there is some backwardness in a few of the districts in repairing school houses, yet we hope for a favorable change in this soon; while our people hold the humane sentiment, that education, like liberty, is and ought to be the birthright of Jerseymen, they will afford all necessary means to that great end.

I intended saying a word on the subject of "free schools" before closing this, but I have already taken more of your time than I feel warranted in doing; permit me simply to say, that I conceive the question of their present utility a debatable one, and leave wiser men to discuss it.

M. M. KNAPP.

SADDLE RIVER TOWNSHIP.

I would, in the first place remark, that in visiting the schools in our township, I found them in good order. The teachers appeared to me capable young men, all apparently wishing and exerting themselves to teach their scholars correctly and as rapidly as consistently could be done.

The school rooms appear to be comfortable, but some of them not so well constructed for the convenience of teacher and scholars as they might be. This leads me to suggest an amendment to the school law, to this effect, *viz*: 1st, an increase of the fund, inasmuch as the present dividend is so very small, while at the same time the law requires so many duties; 2nd, that the trustees of each district might be permitted to expend the state money as they might deem the most beneficial to the district; because, if they pay the teacher, why should they not be allowed to expend the money for building, enlarging, or repairing houses, or for purchasing fuel, insuring school houses, or any other legitimate purpose.

PETER G. DOREMUS,

BURLINGTON COUNTY.

CHESTER TOWNSHIP.

Our summer schools, generally, are better taught than the winter. The price in some districts is too low to obtain good male teachers. Some do not appear to consider that the teacher holds a more responsible station than any other member of the community; that to him is committed the pliant and ductile mind of the child, during a period when the habits are being formed and the disposition and character moulded that will guide and govern him through life; that just in proportion to the intelligence of the people, will the value of their property be increased, crime diminished, and the general prosperity promoted. We have only to educate well the rising generation, and a happy, intelligent, and prosperous people will be the result.

Some of our houses are not furnished with black boards, that indispensable article in the school room. Where they have them, they are not used enough. They are adapted to almost every branch, to scholars of all ages. I have never seen children learn the alphabet so well and quick in any other way. For figures, arithmetic, and the different branches of mathematics, all must admit there is no other mode equal; or to illustrate geography, philosophy, chemistry, physiology, penmanship, &c. I am a great friend to a free and frequent use of them. It is a long established custom for parents to inquire of their children, how many lessons to-day; if so many, they are satisfied, whether the scholars learn or not. Teachers are aware of this, and always desirous to please, endeavor to have them say as many as possible. I find it is a general impression there is not time to use the board; if I do, my employers will not be satisfied with the number of lessons. I consider this, both in teacher and parent, a mistaken notion. A free use of the board, and as many lessons as can be well said beside, is the proper plan. I am satisfied scholars sometimes receive stronger impressions, more real useful knowledge, in one hour's judicious exercise, when

you appeal to their understandings, when you have them to think, consider, and reflect for themselves, than in a week in the old routine with books alone. Questions may, are, and should be asked when saying lessons from books; this is an excellent plan. As to saving time, there is no way equal to the board; the attention of so many is had at once, in many instances the larger portion, sometimes the whole school. The teacher can explain and reëxplain, put questions, make things very plain; may talk long and well, then have one of the class to illustrate to others. It will do to occupy time in this way. Without the board he may give the same on a book, perhaps the scholar is giving no attention half the time; in many cases his time and pains are thrown away. Any number are better informed on the board, in the same length of time, than one on a book. Again, it is a change; children like some variety, some novelty.

I speak from experience, having taught in different states, during three years. In the usual mode of teaching writing, for instance, the scholar has no rule to guide him, has either a written or printed copy placed before him, and is told to imitate it. If the teacher would place well shaped capitals, a few at a time, on the board, let all the school give attention (will not hurt any, however small,) while he gives a full and clear lecture or illustration on each letter, show them what good letters are, and explain how to make them, as a mechanic informs his apprentice how to do a piece of work, give the why and wherefore. After the capitals, the other letters and words, in order that the pupil may get painted or fixed in the mind the shape, fulness, distances, proportions, and beauty of all their parts. This will enable him to improve much faster than without exact and correct ideas. The understanding, which is to direct the hand, must be informed of the necessary rules. The letters must be perfectly impressed on the imagination (seen in the mind's eye) before the hand can so form them on paper. In most schools, I find the distance from top of bench to top of desk too great for middle size and small children to write.

Could physiology be more generally taught in our schools, that children might early become acquainted with the human

system, and the consequences resulting from the transgression of nature's laws, it would be productive of much good. It is quite as important to learn the laws of health as the rules of arithmetic.

I have questioned and licensed the teachers where it was necessary. There appears to be an increasing interest among our citizens in the cause of education.

JOSHUA W. HAINES.

LITTLE EGG HARBOR TOWNSHIP.

It is gratifying to state that our schools have improved during the past year, and consequently a greater degree of satisfaction prevails throughout the township with respect to public education. We hope the time is soon coming when our public schools will be sufficiently good to accommodate and educate the children of all our citizens, that teachers may be found capable not only of educating the minds, but the hearts of the children committed to their care, so that a generation may grow up "as well in the fear of the Lord as a knowledge of wisdom;" thus only can our free institutions be maintained, and transmitted unimpaired to generations yet to come.

The schools have been visited once or twice in each quarter. The reading of the Scriptures is introduced as a daily lesson, much to the benefit of the children.

JONATHAN GIFFORD.

NORTHAMPTON TOWNSHIP.

In relation to school houses, I am sorry to say there is not one in the township that deserves the name. In Mount Holly the county town of old Burlington, there is not even the name of public or district school house. How much longer the citizens will suffer such a stigma to be attached to their beautiful town, time will determine. At present the trustees

are under the necessity of renting unsuitable rooms, but the best they can procure.

It is hoped that an enlightened experience and sense of justice to the rising generation, and indeed to the whole community, will mark the acts of the next legislature, and that our school law will be so changed that *all* the children between the ages of five and sixteen will be amply provided with the means of a thorough elementary education; that no invidious and anti-republican exceptions in favor of one religious society, more than another, will be suffered to mar the statute book of New Jersey, as at present; that school houses and all the appliances of a well regulated, perfect, and beautiful system of public school instruction shall be made as common as the air we breathe; that these shall be open to *all*, for the whole year, under judicious instructors chosen by the people themselves, through their properly elected trustees, to whom they shall be responsible for the faithful performance of their trust, and into which schools, parents, and guardians may at any time enter their children without the payment of one cent, only subject to the restraints of a mild and wholesome discipline.

I received from my predecessor \$39.21, \$6.54 of which was unappropriated. The balance has been paid to the proper districts, on demand.

I received from the township collector as follows, *viz*:

State appropriation,	\$164.44
Surplus revenue,	189.58
Old Northampton surplus dog tax,	68.98
Unappropriated from last year,	6.54
	<hr/>
Making	\$429.54

to be disbursed during the present year from these sources. Thirty-six dollars and eighty-five and a half cents was retained by the collector from the above amount, at my request, to pay the demand of the Friends, according to the requirements of the twelfth section of the school law. The remainder has been appropriated, and paid on orders to teachers and others for school services rendered last year, and unpaid for want of funds, and for school purposes this year, with the

exception of a balance due district number one of \$48.39½, and unappropriated fractions of a cent, which lay over to the next year.

The township tax, amounting to \$328.88, remains to be collected and disbursed as appropriated.

The total amount of school funds for this year is \$751.88, to which is to be added \$6.54, making \$758.42 to be divided among 728 children, giving to each \$1.03½ for the year.

The superintendent has licensed five persons to teach, *viz*: two males, one of them colored, and three females. He has visited, and been engaged in the service of the schools eight times, for which the law, I believe, allows eight dollars.

J. LOXLEY RHEES.

PEMBERTON TOWNSHIP.

The condition of the schools in this township has not changed to much extent since my last report. We have a considerable amount more of public money to distribute, and by so much, there is manifest improvement. Some of the districts in this township embrace a population scattered widely over the country, so that the schools are very uncertain and irregular. This would not be, however, if its full measure of importance were attached to the subject of education; and the first step, or rather the first object, must be to awaken the necessary interest. But before this can be accomplished, there is another evil that must be overcome. The pay of teachers in these country districts is generally like the schools, very uncertain and scanty at the best. Now is it to be supposed that well educated and qualified teachers (and of such there is no superfluity) will be content under such circumstances to assume what is always an arduous, and often a very thankless task? It is well known that the most forward schools are the most easily taught, while those that consist of scholars just beginning to spell or read are comparatively uninteresting and unprofitable. Thus it results, that where a competent teacher is needed the most, the people are obliged to take such as offer, or none at all. I

say needed the most, for in such places where an educational interest seems unaroused, the administration of untaught unsystematized men will always keep it so. If you would change the state of things, it must be done by finding means to send good practical teachers, who may convince parents, by their children's improvement, that there is some reason and purpose in supporting schools among them. The idea, which so strongly exists in some places, that a scholar is sufficiently educated when he has learned to read the Testament, and has fathomed the mystery of numbers as far as the rule of three, must be done away with. The people must be made to apprehend that the march of education is onward; that the man who twenty years ago would have passed for a good scholar, with the same acquirements twenty years hence would be decidedly "behind the age." I speak of society and education, as they have been and are to be found in this township, and I doubt not in others also. I have taken the assumption, in the above remarks, that the interest in the pursuits of education increases and will increase, and so it does and will. The feeling is not dead, but to an extent lies dormant; when fully awake, every man will be an auxiliary in the cause. An enlightened public sentiment will itself educe the means, not only to perpetuate, but to increase enlightened views; and thus like a vast engine, which once in motion would supply the sources of its own impulse, the strong impellent of mind, apprehending its own powers and appreciating their full importance, once brought into action, will live by the light itself dispenses. The question then is, how to set the circle of influence in motion? So far as my observation and judgment upon the premises extend, I would answer, by the workings of a public fund and system upon a more liberal basis. If it be possible, (and no one doubts it) make every school worth the while of a responsible man to teach it, and then you may find a worthy teacher for every school district in the state.

I believe, unless some such provision is made, the progress of knowledge, though sure, will be slow, and the present generation of youth, instead of enjoying, as they should, the blessings attendant thereupon, will be trained too much

in the old fashioned way, and so give an unfortunate stamp to the men and women of years to come. *Light* must increase and conquer prejudice, but the *object* is to hasten its coming, and if the course just considered is calculated to accomplish that object, is it not the bounden duty of the powers that be to act accordingly? If by any other plan the desired end might be obtained, I would hail it with pleasure.

WILLIAM KING.

CAMDEN COUNTY.

WASHINGTON TOWNSHIP.

The time having come when it becomes my duty to make this my first report to you of the state of the schools in Washington township, I regret that I cannot make a more favorable report than I have given above. I find it very difficult to get the inhabitants of some of the districts to appreciate the value of good schools.

In the seven whole districts, there is not one of them with less than 48 children, from that to 60, 70, 90, and 120, in the respective districts, still with that number they do not have more than four to eight months' school in the year, except in district number six, where they have school the year round. Owing to my being superintendent only since last town meeting, I am unable to make as full report as I would like. Since my election, I have labored to introduce a better state of feeling on the subject of education. I think I have not labored entirely in vain, as there appears to be a growing interest in the minds of the inhabitants in reference to their schools. At the last town meeting, the people voted all the money the law would allow them to raise. I think, if our law makers would abolish the limitation clause of the school law, and allow the people to raise what amount of money they see proper, it would be better for public schools in our township. I find, by legal opinion, that the trustees of

the school districts have no authority to hold or convey real estate, which operates against there being good school houses built. It is to be hoped the legislature will take this important subject in hand, and give the trustees corporate authority, and then we will have better school houses. The only first rate school room in the township is one built by private persons, and rented to the trustees for a mere nominal rent, which is assessed to each scholar that attends. It certainly is very wrong that the legislature will not give the trustees power to hold real estate for building school houses. There is a fenced yard attached to the house above mentioned, which is the only one in the township. I do not mean to say that the children attending the other schools have not sufficient ground to play on, for, sad to say, they are all built in isolated places, some in the woods and along the road side, and others a fourth of a mile from any house; but I hope the day is not far distant when these things will be done away. Another matter that I have to contend with, is the dividing the pittance of money by the trustees to the scholars. My predecessor advocated the plan of giving each child that comes to school its apportionment of the money, if it came long enough to be entitled to the amount, and thereby did not encourage those children that came one hundred days any more than those that came forty days. When I have been asked how to divide the money, I have recommended what I understand to be your plan, that is, to apportion the money as per the actual attendance. If A. comes fifty days, and B. twenty-five days, that A. receives double to what B. receives. I have licensed five teachers, three male and two female, which I think are good teachers. One of them is from New York, another from Connecticut; these two, in particular, are very good teachers. The money that remains in my hands, I expect will all be called for between now and the next annual town meeting. Let those alterations be made in the school law, that I have referred to, and I think the next report from the superintendent of Washington township will show more favorable for the cause of education.

JOHN F. BODINE.

CAPE MAY COUNTY.

LOWER TOWNSHIP.

The time has arrived in which it becomes my duty to report to you the schools in the Lower Township, in the county of Cape May, and I hope you will pardon me for not fulfilling my duty at an earlier date, when I inform you, that I have been waiting and expecting to receive from you some blanks, and other directions; but having heard nothing from you, and the time having nearly expired, in which it is made my duty to report to you, I have come to the conclusion to do the best I can under the circumstances.

When the law appointing town superintendents went into operation there was no money on hand, as I informed you in my report of 1847; but as the township wished the free school to be opened the same year, the superintendent, willing to gratify the inhabitants as far as possible, consented to apportion the money prospectively. This will, therefore, account for the discrepancy in this report of no money received.

I have this year made an apportionment of \$1.25 for each scholar, prospectively, as usual.

At our town meeting, last March, it was voted to raise by tax, for the use of free schools, \$264. This sum, together with what we anticipate receiving from the state and surplus revenue, will amount to about \$650.

In District No. 6, the free school has already been taught; No's 1, 2, 3, and 4, are now being taught; and No. 6, free school, is not yet open, but will be in the course of a couple of weeks.

The schools, upon the whole, are rather improving.

In one district, surveying, navigation, algebra, and all the higher branches are taught, in the others nothing is taught but the usual branches.

In my report to you, in 1847, I gave a detailed statement of the school houses, &c., in the township. I therefore

deem it inexpedient to do the same at the present time; suffice it, however to say, that they have not improved since that time.

There have been no teachers licensed this year in this township, owing to the fact of their having received their licenses late in the last year; and, by-the-bye, supposing a teacher to have a license when employed to teach a school, and that before the expiration of his term his license should expire, would the town superintendent be justifiable in paying his order for the whole amount of his time, if so presented?

JEPHTHA F. RANDOLPH.

CUMBERLAND COUNTY.

BRIDGETON TOWNSHIP.

The above statement includes all the districts but the first, which includes part of the town, and will show a different average, taken separate; it costs them less money, by one dollar per scholar a year, are taught one-third longer time, and have done better. The above estimate includes books and stationery for all the schools. I consider the school in Bridgeton in a flourishing condition, the school well attended and well taught, with an increase of thirty children from last year. I have but little to say different from my last year's report, only that we are still progressing, and hope we shall still do so. We tax ourselves heavy to sustain the schools. Two thousand dollars for a small township comes heavy, but we are in hopes the state will be induced to liberate us soon, by making a more liberal contribution for public schools.

LEWIS McBRIDE.

COHANSEY TOWNSHIP.

I have little to add, in the way of general remarks, to the detailed statement of last year. The school has been under the care of an active and efficient board of trustees, who have visited it almost daily, and faithfully watched its interests. The healthful influence which it is exerting secures to the school the general confidence of the community. The inhabitants of the township, at their last annual meeting, with great unanimity agreed to raise the sum of \$1500 for the support of the school, which, with the small sums received from the state, and the interest of the surplus revenue, enables the trustees to keep it open the whole year. Four teachers have been employed, and the average attendance of scholars has been 170, in which number, however, is included a few over the age of sixteen. Ample arrangements are made for the education of every child in the township, and it is believed that there are no children resident therein that are not brought within the influence of the school. Great care is taken to stimulate the growth of the moral, as well as the intellectual character of the child, believing that the highest interests of the state and the community can only be promoted by such a system of training.

Thus, the special law under which we are acting works well. I do not know that it could be changed or modified to advantage, and I would cheerfully recommend its adoption to every township of the state having small geographical limits and a thickly settled population.

ISAAC A. SHEPPARD.

HOPEWELL TOWNSHIP.

The accompanying table will show the condition of the schools that have been kept open any time since I have held the office of superintendent, which is some approximation to the requirement in the thirteenth section of the school law. I have visited each school once or more during each term,

but have not found a book in any school wherein to record the condition of the same; none in the town clerk's office to record the account of my predecessor. If a book were kept in every school, and a record made of the condition of the school every term, it would show, at least, whether they were moving onward or retrograding. If the state would furnish a book for all the school districts in the state with regular forms, and make it one of the duties of the town superintendent to fill them up, the complaint of not receiving reports from some townships would cease. Your attention has been called before to the fourth section of the school law. The general wish of this township is, that the law be so amended, that any township may raise by tax money enough to educate all the children in the township, for a term not less than nine months in each year. The twentieth section of the school law says too much for this part of the country. "Applied exclusively to the purposes of education," is construed to mean any thing about a school house; the house itself, books, fuel, a well for water, or whatever they may please to want. I would like to see the whole twentieth section expunged from the school law. Some of our schools are furnished with a uniformity of books. In one district, only, are the books the property of the district.

Besides the eight school districts, Union Academy is located in this township, in district number six. It has a convenient brick building, capable of accommodating 200 students, and four recitation rooms. It has an able principal and three assistants, a preceptress, one female assistant, and a pianist.

Connected with the academy, is an agricultural school, with a chemical apparatus, at a cost of \$1500. A course of agricultural lectures will be delivered every winter to the supporters of this department. A course of lectures, accompanied by chemical experiments, is now being delivered by Mr. E. P. Larkin, who is also prepared to give an analysis of soils, marl, manures, &c.

Accompanying this, I send you "a catalogue of the officers, teachers, and students of Union Academy." I would call your attention to "the teachers' department," noticed in it. The

last term, a class, numbering twelve, was formed in that department, three of whom are now teaching.

GEORGE BIDWELL.

MAURICE RIVER TOWNSHIP.

I herewith forward you the annual report of the condition of the schools in the township of Maurice River, in the county of Cumberland. I am happy to say, that there is a marked improvement in many of the districts, and a more lively interest manifested by the inhabitants. We have no difficulty in procuring the services of competent and efficient teachers, whenever a fair compensation is offered. I regret that the condition of some of the schools is most deplorable, owing to the limited means at the disposal of the trustees, which renders the services of competent teachers beyond their reach. I am, however, confidently of the opinion, that if the school fund should be augmented, or the people be permitted to raise money at their annual town meetings for the support of schools, a favorable change would soon be visible in all the districts. However, as long as the fourth section of the present school law remains in force, the cause of education cannot be advanced, and the present generation must eventually be deprived of any material benefit from the school system. All plans and schemes devised while the fourth section remains in force will only tend to protract and delay the passage of any salutary law on the subject; let that restriction be removed, and allow the people to take care of their own interest pending the adoption of some better plan. The limited amount of money received from various sources by the district trustees renders some plan to prolong the services of the teacher necessary; therefore, in most cases, a portion only of the school fund is applied to the payment of the teacher's salary, and the residue is paid by the pupils. By this plan, the schools are kept open longer than they otherwise would be. I have visited the different schools once in each quarter. A visit to some of the schools has been very gratifying, while a visit to some others was quite the reverse. We have

but few public school houses in the township. The district school houses are used; they are all of wood, in very good repair, all having extensive play grounds; only one school house has two rooms, the residue one.

The following are the books mostly used in the schools: Murray's, Emerson's, and McGuffey's class readers, Pike's, Davies', Emerson's, and Bennet's arithmetics, Smith's and Comly's grammar, Olney's and Mitchell's geography and atlas, Davies' algebra, Gummere's surveying, Goodrich's history of the United States, Parker's philosophy.

I would recommend that the school law be amended in the following particulars:

First, and most important of all, repeal the odious fourth section. Apply the revenues derived from railroads and canals to the support of free schools, but do not withhold the funds from the people until the details are perfected; this may be a work of time to reconcile conflicting opinions.

JAMES WARD.

MILLVILLE TOWNSHIP.

It affords me great pleasure to report, that the cause of education has awakened the spirit of inquiry in this township. All classes of our citizens seem to be actively and efficiently aroused upon the great subject of mental development and improvement among the youth of Millville. The lethargy, which had well nigh produced a mental and moral stupor upon the inhabitants of this vicinity, has been removed, and a healthy and vigorous vitality now pervades the minds of our people. This is as it should be. Let the youth of our country receive a sound and intellectual education; let their minds be improved, and richly furnished with the material for rational thought, and our glorious Union will be safe, our laws revered, because established in justice, and the braying of northern fanatics, with the howlings of southern hotspurs, will pass away as the idle breeze, which no sensible man regards.

The schools of our township are now in active operation,

supplied with efficient teachers, who make their business a pleasure, not merely an object of pecuniary gain.

In the fourth (Millville proper) district, the public school has been in active operation since the 20th of last May. This district, as you are aware, was incorporated by legislative enactment in February, 1849. About 350 children are in constant attendance upon the duties of the school. It gives constant employment to one male principal, and five female teachers. In the selection of these teachers, the trustees have been remarkably fortunate, securing in them high mental qualifications, combined with moral worth and excellence.

The inhabitants of the district, at the annual meeting in April last, raised, with an unanimity altogether flattering, the sum of \$1500, which, added to the \$700 accruing from the township, county, and state quotas, realizes, for the support of the district school, \$2200 for the current year.

I trust the time is not far distant when a normal school will be established upon a solid and permanent basis (the will and expressed want of the people of New Jersey), and when each township may raise a sum for the support of public schools, not exceeding the wants and requirements of its inhabitants.

Permit me, in conclusion, to urge, through you, upon the legislature the passage of an act authorizing townships to raise a sum of money not exceeding five times the sums accruing from the state quota and interest on surplus revenue.

E. B. RICHMOND.

MIDDLESEX COUNTY.

Report of County Examiner.

In presenting my report, as one of the board of examiners for the county of Middlesex, permit me to call your attention to the importance of *some organ* by which a more correct and healthful public sentiment can be created in regard to

the practical working of our school system. Our school law, though not yet perfect, is better than we deserve, or ever had before. It requires an annual examination of teachers before a board of county examiners. And yet the people are not awake to the value of these provisions; some counties refuse or care not to have county examiners, in others teachers refuse to be annually examined; and again, a large proportion of these examinations are private and superficial. The people need to be instructed as to the necessity of *the frequent examination of their teachers*, if we would have improved and improving schools, if we would not squander our means upon a deficient system of education, for the following reasons: 1. Every year new teachers apply, and hence some annual examinations are indispensable. 2. The annual examination enables us to detect those who have had a license, and yet possess but doubtful or deficient qualifications; those who show no desire to improve, or those who become grossly immoral. 3. Each examination calls out the teacher's knowledge, excites his mind, and stimulates him to renewed effort to meet the expectations of the board of examiners, and thus is eminently improving to teachers, a profession for whose character and improvement the state inspects and stands pledged. 4. The annual suggestions of an enlightened board of examiners, made or elicited, may enable teachers to introduce improvements in the art of government, modes of instructing, &c., of interesting trustees, parents, and children, and so perfecting each district school. 5. As teachers come in contact with each mind in the state, these annual examinations enable your county board to call the attention of all the teachers to any and every new law passed or proposed to improve and perfect our state system. 6. What can more forcibly teach parents and children the high estimate our legislature has put upon the public school, the people's college, than to have enacted by law, *that its professors shall be annually examined* as to their moral and intellectual ability, and growing competency to teach our children, train their intellects, cultivate their conscience, improve their morals, sweeten their dispositions, refine and polish their manners, and so prepare them to receive and

administer the government of our beloved country, and serve their generation when their fathers are laid asleep? Indeed, so important do we deem it, that could we legislate on this subject, a law should be passed this present session, that each county refusing or neglecting to appoint a board of examiners should receive no money from the school fund; and that the board of trustees who employed an unlicensed teacher should be indicted and prosecuted for a breach of trust. These, and numerous reasons justifying what is excellent in our present system, need to be brought out and discussed until the public mind shall have become fully awake and animated to a healthful tone, if we would have our schools what they should and might be.

And then these annual examinations *should always be public*. This should be the law, and not the exception. They should be in the presence of the town superintendents, trustees, and friends of education. They should be public gala days in each county, and in a series, so that the state superintendent and county boards could go from county to county throughout the state, and so put honor upon the people's college. Indeed, why should there not be county competition, to exhibit the best teachers, the best schools, and the best educated scholars, with far more propriety than which county can produce the fattest hog or the largest turnip? Which does it most behoove our counties, to aim to advance the soil of their farms or the culture of their minds, improve the breed of their cattle or the behavior of their children? We also need some organ by which the importance, and the best modes of imparting moral and religious instruction in the district school, can be thoroughly discussed, and urged upon the mind and the heart of the state. What God has united man may not separate without peril. The children of our schools carry hearts in their bosoms, as well as brains in their heads; now to separate the head from the heart, to cultivate the one, and neglect the other, is a divorce as unnatural and unchristian as perilous. The child whose hand is educated in elegant and exact penmanship may yet try his acquired art and skill at counterfeiting and forgery, unless his conscience is duly educated. The child whose passions are

left untrained aright, whose will is unsubdued, whose lusts are unchecked, when hereafter crossed or roused, may rise upon his parent, take the life of a magistrate, sow sedition on shipboard, fire a court house or a jail, a dwelling or a prison, or revolutionize his country to effect his fell purpose and reek revenge, revenge for the robbery of an education without religion, a heart virtually plundered, because deprived of those salutary restraints his fallen nature imperatively needed and God has so bounteously provided. Nothing, save the fear of God, can be a safeguard against the terrific powers of educated mind, quickened genius, sharpened wit, and enlightened talent, to which it is the aim of our school system to give birth and manhood. How shall this mighty responsibility be safely met, unless parents and teachers be made to feel it, and steadily and earnestly aim at educating the heart and conscience of our children, at home and in the district school? How, unless the Bible be more honored, both as a classic and a class book, and its pages and its truths made familiar to our children? How, unless a higher and holier standard be diligently sought for, in those who have these young hearts, six days out of seven, under their powerful example and tuition? Here, again, we see the necessity of frequent examination of teachers, and the urgent necessity of enlisting the choicest and boldest spirits in our counties to assume the high and holy office of county examiners; men who fear God themselves, and who equally fear that the youth of our land should be intrusted to teachers of hardened conscience and godless lives: and hence, too, the high responsibility of electing town superintendents who will accept the office, not for the paltry consideration of party purposes or pecuniary advantage, but for the honor and privilege of giving that healthier moral and christian tone the visits of such ever impart to the district school.

In conclusion, I would respectfully yet earnestly inquire, if we cannot have a state normal school; could not the legislature be induced to authorize the publication of a cheap monthly paper, to be sent to every district in the state, through whose columns the whole subject of education could be reviewed and discussed, until the people of New Jersey

would have and sustain a public school system of the highest character, even were there none recognised by the statute, sustain it from enlightened conviction?

J. F. HALSEY.

PERTH AMBOY TOWNSHIP.

The undersigned, having been honored by his fellow citizens with a réappointment to the superintendency of the district school of Perth Amboy township, respectfully reports—that he has endeavored to perform the duties assigned him, and he rejoices that he is permitted to speak of better things than those which were brought to your notice in his report of last year. The evils under which the school then labored have been entirely remedied; not now, as at that time, are we compelled to close the door of our school at the expiration of six months, for want of the necessary funds to continue it. Popular feeling in favor of the school has so far progressed, and our citizens have, with such commendable willingness and liberality, contributed to increase the amount of appropriation by the state and the surplus revenue, that we shall encounter no difficulty in keeping the school open the whole year.

Last year the school was strictly a free school. It is not so the present year. The trustees, in their wisdom, judged it best to impose a head tax; accordingly the sum of one dollar has been exacted, for tuition, from each scholar, which, added to the other moneys expected to be at our disposal, will enable us to get along very comfortably, indeed, with all our educational concerns.

I have great pleasure in speaking of the teachers employed in our school, both male and female. They are possessed, I think in a high degree, of the learning and ability requisite for their high calling, and, as a consequence, find no difficulty in commanding the confidence of the public and receiving a reasonable compensation for their services. And here permit me, sir, to remark, that, in my opinion, one of the reasons, if not *the* reason, why we are called so deeply to regret that

schools are not better sustained, and are not kept open during the whole year, and that school buildings and furniture are not more suitable, is because the people are not pleased with the teachers. They will not feel interested in the support of those whom they consider not competent for their work. Only satisfy the public on this point, by employing well qualified teachers, and I believe not a single man will be found behind his duty in behalf of educational purposes. I do hope, therefore, that the oft repeated suggestion of the different superintendents of the schools will be adopted, *viz.*, that a school will be established which will send forth among us well trained and capable instructors. Such are the individuals wanted for this important department of labor. Appreciating learning themselves, they will impress on the minds of those committed to their charge the importance of acquiring it; ardent votaries themselves, they will infuse a corresponding zeal into the bosoms of their young disciples; exerting every energy to discharge with facility and success the important duties confided to them, they will justly entitle themselves to the thanks of the community. Such teachers, I repeat it again, are the teachers wanted, and such must be had, for such and such only are capable of advancing our schools in public favor, and themselves in standing and influence as instructors of youth.

This is as it should be. Holding so responsible and arduous an office, they are justly entitled to great consideration and a liberal return for their services. Oh, sir, it is the most miserable economy to commit the instruction of the young to incompetent persons, and thus recklessly allow the waste of that which

"Is of more worth than kingdoms; far more precious
Than all the crimson treasures of life's fountain."

But this by the way. I was speaking of the good character of our teachers: it is certain that their superior qualifications have conduced eminently to advance the school to its present favorable position. The character of the school for moral, as well as intellectual influences, is of a high order. The privilege of sending a child to the public school has been viewed heretofore with indifference, it is now embraced with

eagerness; formerly the public school was looked upon as inferior to the private, now it is thought to be unsurpassed by any; and hence the children of many of our most important families are beginning to flock in, and are seated side by side with those of humbler citizens. This is as it should be. These schools, if I understand the system aright, are founded on true republican principles. There is no party jealousy, no sectarian feeling, all meet on the same footing; the sons and daughters of the wealthiest and humblest citizens, occupying the same seats, have the same rights and enjoy the same privileges. In this view of the subject, I cannot but express my admiration of the public school system. It seems to be truly republican in its aspect; at any rate, its provisions exactly correspond with the spirit and genius of our free institutions. Never was there a louder cry raised in favor of equal rights and privileges than at the present time; but it may be doubted whether the best method of attaining these important blessings is generally understood. We do not wish to see such a levelling produced as is witnessed when our great men mingle with the low and worthless in groceries and bar-rooms, for the purpose of influencing the ballot-box. This is a sort of equality to be sure, but it is an equality effected not by raising the inferior classes up, but by sinking the others down. But our system of public education leads us in a more excellent way, and happy for communities will it be if they should come at length to perceive the adaptation of the system to promote the healthful action of every part of the body politic. In the public school house, or, as it has been most appropriately styled, "the people's college," the different classes of society, the rich and the poor, can be brought together in the happiest manner, in a manner that shall bless both. The high can be taught condescension, and the low self-respect, without the operation of agrarian laws or the adoption of any measures to blot out the necessary distinctions and gradations of life.

I would also state, in reference to our school, that there is a class of larger and more advanced scholars in attendance than formerly; a goodly number of young ladies may be seen among them, giving the school an appearance of respecta-

bility and importance which it has never before possessed. In short, I feel proud, sir, to be called to serve in behalf of so good a district school as ours, and, in consideration of the superior advantages to be derived from a connection with it, I cannot but express my sincerest wish that they may be extensively felt by our rising population.

I hope the trustees and inhabitants of this district school will not think that I have unduly magnified its excellence. If there be any who feel thus, we ask them to visit the school and contemplate that bright band of youths who, with generous ardor, are pressing forward in a career calculated, we hope, not only to lead them to distinction, but to shed glory upon our common country. I can truly say, from observation, that the scholars do really appear to love their school and value the high privileges they enjoy. How cheering to behold their animated countenances radiant with hope and beaming with intelligence, and to reflect that the lessons they are receiving are calculated to make them industrious, enterprising, and useful citizens.

To make our district school one of model excellence and celebrity, I know of but two things needed: the one is a library of well selected books designed for the use of the scholars, the other is a well chosen philosophical apparatus, affording the teachers a most delightful and fruitful medium of imparting instruction. These two things I should like to see introduced, as they would form, in my opinion, most valuable appendages to the school.

The school has been in operation, in its present form, six months, commencing in April last. The whole number of children in the district reported as entitled to the benefits of the public school is 488; the average number of attendants per quarter has been about 120; the number of colored children in the district, as reported, is 12.

Thus, sir, have I given you what I consider a truthful account of our school. You perceive that it is in a prosperous condition. May the same be said of all the schools over which you are called to exercise a supervision, and in behalf of which you have so long devoted your valuable services.

BENJAMIN CORY.

SOUTH AMBOY TOWNSHIP.

In making this annual report, it is gratifying to state, that a manifest improvement has been made in our schools the past year. The inhabitants have shown a deeper interest in the education of their children, and I have cheerfully complied with all the requirements of the law. The attendance of the children has been more regular, and their advancement, in consequence, greater. The trustees of the different districts have faithfully discharged the duties of their office, and with a few trifling exceptions, every thing has worked well.

All the teachers in the township have been examined by the county examiners, in connection with the town superintendent, and are in possession of licenses. This feature of the school law, which at first was disliked, now works admirably; no teacher who feels himself competent for the responsible situation of instructor of youth, will hesitate to give the necessary proofs. On the contrary, as far as my experience goes, the teachers of our township look forward to the day of their annual examination with pleasure; and the judicious manner in which the county examiners have so far conducted them, have greatly tended to produce this favorable result.

The appointment of county examiners is a great benefit; acting in concert, as they do, with the town superintendents of the different townships, it produces an uniformity in the examinations, and, as they are public, it affords the inhabitants who attend an opportunity of judging for themselves of the fitness or unfitness of the applicant. Moreover, by bringing together the officers and teachers of several townships, it affords an opportunity of comparing the relative merits of the different teachers, and at the same time excites the ambition of the teachers and increases the interest to all. At first some of the teachers who had received a license thought it unnecessary to be reëxamined every year, or looked upon it as an arbitrary requirement of the law, but they are now convinced of the benefit. It induces them to make constant exertion to improve, both in the theory and practice of their profession, to keep up with the requirements

of the examiners, and not fall behind their brother teachers. And as the examiners are both practical teachers and men of extensive and varied acquirements, much valuable information is imparted by them, and the examination becomes, instead of a mere matter of form or an exaction of the law, a school of improvement and a source of pleasure.

Whilst I praise this feature of the school law, there is much to find fault with, much that requires alteration, and it is hoped the legislature will, at its present session, give it the attention it requires. There is nothing which can be brought before them of more importance than the education of the children of the state, nothing which will contribute more to our happiness and prosperity; and in no way can they act more in accordance with the wishes of their constituents, than by introducing a system of education by which all the children of the state can receive such an education as will enable them to perform, with intelligence and usefulness, the duties which will devolve upon them as citizens of a great republic.

T. WOOD.

HUNTERDON COUNTY.

BETHLEHEM TOWNSHIP.

The schools in this township have been under my supervision for the last eight months, during which time I have visited every school that has been open, at least once every quarter.

Several of our districts have had no school, in consequence of not being able to procure good teachers, and not being willing to employ poor ones. In several districts, teachers have been employed who were not qualified, and who would not have been licensed could competent ones have been ob-

tained. In some of our schools, however, we have able teachers, who are faithfully performing their duty.

It is to be hoped that our legislators will devise some means by which we may have a supply of teachers who are qualified to perform the responsible duties of their office, teachers who have been taught the science of teaching. Institutions have been established, and long and systematic courses of instruction prescribed, to enable men the more successfully to cure disease, to practice law, but comparatively nothing has been done to qualify men to teach.

Our school houses are not what they should be, being generally too small, and their construction within in no wise adapted to the comfort and convenience of the school.

Their location is any thing but in accordance with good taste, being generally by some public road, and without play grounds attached.

The location of the school house, with its outward appendages as well as its internal construction, has much to do in forming those tastes, and feelings, and habits which are afterwards to be developed into public customs, and institutions, and laws.

There is manifestly an increasing interest in the subject of education in our township. We raise by tax for the support of schools all the law will allow. I can think of no good reason for limiting the amount the people may raise for the support of schools, while they may raise any amount, however large, for the building and repairing of roads and bridges, and for various other purposes of far less importance than the education of the rising generation. Surely it cannot be the fear that we shall educate our children too well.

The doctrine of free schools is becoming prevalent in our township, and many would rejoice at the establishment of a system of free schools. Would it not be well to suggest to our legislature to increase the sum appropriated by the state for the support of schools, and also make it lawful for any township to raise by tax twice or thrice the amount received from the state, or any amount larger they might deem proper.

In a county where the freeholders neglect to choose county

examiners, is the license of a town superintendent valid throughout the county?*

G. D. DUGGETT.

DELAWARE TOWNSHIP.

Our schools are rather gaining, though not as fast as I should like. The small amount of money we receive for school purposes seems to stimulate a little ; but if we could have a sufficient amount to open our schools nine or ten months in the year it would fill our schools better, and have a good effect in many respects. If the legislature would add the revenue the state receives from the monopoly to the present school fund, then with a small township fund it would open the schools nine or ten months. No man, I think, would pretend to say, but that the revenue from the monopoly is common stock, and should be used as such, and let the expenses of our state government rest upon the people in proportion to their ability to pay.

ANDREW B. RITTENHOUSE.

WEST AMWELL TOWNSHIP.

As a public servant, I feel it an incumbent duty to lay before you a brief sketch of the schools in this little township. In visiting the schools, I am not a stranger to its difficulties or its pleasures, and must say, I can sympathize with teachers who profess to me that they stand alone. Neither the trustees, employers, or patrons enter the school room to encourage the heart of the teacher or pupils. In the discharge of my duties, I have frequently solicited trustees to accompany me to the schools, but have scarcely ever succeeded. The want of attention paid to the tuition of youth is lamentable compared with its vital importance, and at the same time all profess to be lovers of the cause of education; the

* A license granted by a town superintendent is only valid for the township in which the superintendent and teacher reside.

fact is, multitudes pay far more attention to the corn fields, than to the culture of the minds of their own offspring.

You will perceive that the schools in this township are composed of scholars from adjoining townships, with one exception, which scholars I do not report; but will come under the head of parts of districts of other townships.

The school houses within this township are in good repair, although one of them is old and small, yet comfortable.

The school which I teach (and have for the last fifteen years) is the only one having a state map, although I have pressed its importance upon the trustees of every district.

When I consider the people have said through the important ballot box, that they were in favor of free schools, I am of opinion, that were an ocean of money raised for that purpose, without more attention to schools from trustees and patrons, it will prove fruitless in advancing the cause of education.

N. V. YOUNG.

MERCER COUNTY.

HAMILTON TOWNSHIP.

It is regretted exceedingly that the above report does not exhibit a greater degree of advancement in the cause of education in this township, and indeed it must be confessed that, in some districts, a retrograde condition is but too apparent. There has been much disaffection expressed towards the present public school law; but recently we have had many assurances from high stations of a revision and important amendments relative to the subject, so that now we may look forward with pleasing anticipations for the fulfilment of those pledges, and a wise and liberal course of legis-

lation calculated to promote and advance the cause, and inspire the public mind with renewed confidence in the benefits that will result from a more perfect and efficient system of education, embracing in its comprehensive and benevolent design the whole people, in the establishment of schools open to all, good enough for all, and attended by all.

M. SHOVE.

HOPEWELL TOWNSHIP.

I herewith transmit this, my annual report, exhibiting the state and condition of the schools in the township of Hopewell, from which it appears that the whole number of children in the township between the ages of five and sixteen years, (as per the reports of the district trustees) is nine hundred and twenty-eight, and the amount of money received from all sources, and expended for school purposes, is six hundred and sixty-four dollars and fifty-six cents. Thus you will perceive that the condition of the schools in the township is much the same as at the date of my last annual report, there being but very little, if any improvement in their condition. This is to be regretted, the more so because the subject is one of such great importance, not only because of the benefits conferred upon the individual, from a proper cultivation of his intellectual faculties, but because of the great influence it is destined to exert in the preservation of that rich inheritance bequeathed to us by our fathers, and upon which its perpetuation and extension so intimately depends.

Although there is apparently but little improvement in the condition of the schools of the township, the number of scholars in attendance, and the amount of money expended for the purposes of education, yet I believe that the people are awaking to the importance of the subject, and feel a strong and ardent desire that something shall be done for its promotion and advancement, and are looking with an anxious eye to the approaching session of the legislature, believing that, by a course of wise and prudent legislation, much can be

done, not only in removing the obstacles opposed to its success, but to place the system adopted upon a more permanent and successful basis.

The unequal system of taxation heretofore adopted and pursued in New Jersey has done much, I am satisfied, to retard the progress of common school education, not because our farmers are opposed to the principle of raising money for school purposes; by no means, but because, having to bear the principal burthen of taxation, they look with a jealous eye towards all appropriations tending to their increase: but only let a fair and equitable system of raising money be adopted, and you will find that they will exceed our most sanguine expectations in raising the means necessary to extend the benefits of education to every child throughout the length and breadth of our gallant state; for the cause of education is the cause of our country, and requires that the education of the people shall be in keeping with the genius of our government and the character of our republican institutions. We all appreciate its importance, differing only as to the means best calculated to accomplish this object. Let a law be enacted equalizing taxation; let the law "establishing public schools" be so modified as to place the raising of money for their support under the immediate control of the people, and with liberal state appropriations apportioned to the number of children, much will be done to elevate the character of our primary schools, and give to the cause of education that encouragement and support so essential to its success, and to the young and rising generation the blessings of a system which all ought and should enjoy.

JOHN H. PHILLIPS.

GLOUCESTER COUNTY.

FRANKLIN TOWNSHIP.

Together with the foregoing statistics, I beg leave to present the following report, in relation to the condition of the schools in this township. I find the progress of nearly all the schools retarded by the employment of incompetent teachers, the profession of teaching having been made a sort of "city of refuge" for those who have no abiding employment, cheapness being the only "open *sesame*" to the office; employees regardless alike of real merit, or aptness to instruct or discipline. The result is, the schools have made but little or no progress for the last few years. The teachers, however, who are now teaching are, with but two exceptions, well qualified for their responsible duties, and, in some of the schools teachers are employed who would do justice to any common school; and it is with no small degree of pleasure that I am enabled to report "progress" in the schools for the last six months.

The subject of education is beginning to assume a new interest throughout the township, and employers have learned, by sad experience, the truth of the Prussian maxim, that "as is the teacher so is the school," in consequence of which good teachers are scarce, and command a fair remuneration.

Irregular attendance.—Another serious obstacle to the greater success of our schools, arises from irregular attendance; some are absent one, two, or three days in a week, and others, who are more regularly present, often miss the exercises of their class by the lateness of their attendance, or hurry over their studies in view of an early dismissal, which parents have authorized.

School houses.—In the township there are nine whole districts and three parts, which, together with adjacent portions of other townships, form whole districts, and the whole number of children residing therein is eight hundred and thirty-seven. The number of school houses in the township is eleven; of these two are in good repair, the remainder in

ordinary repair, being destitute of play ground; and if I was called upon for a definition of a "school house," and was obliged to depend upon the majority of the specimens furnished in this township as a basis, I should say "a school house" is a building designed to contain the greatest possible number in a given space, without any reference either to the comfort or convenience of the occupants, and placed on some spot good for nothing else."

Within the last year, however, some considerable improvement has been made in the general appearance of the school houses, a few old ones having been repaired, and one new one erected. I would, in particular, notice the inhabitants of districts number one and three; number one having reseated and provided their school rooms (having two departments), with black boards, maps, &c., which speaks much to the credit of those enterprising villagers.

Teachers.—The number of teachers employed at present is eleven males and two females, who receive from nine dollars per month to five hundred dollars per year.

Text books.—Another serious obstacle in way of improvement is the want of uniformity in text books, and this want of uniformity must continue to exist until some different arrangement is made in procuring text books for our public schools. I would, therefore, here beg leave to offer one suggestion on this subject, *viz.*, that the town superintendent, together with the trustees, be authorized to expend part of the public money, according to the number of scholars in each district, in procuring text books, to be used in the schools of the same; these books to be the property of the district for which such money may have been expended. In two of the districts schools have been taught during the whole year, while in the whole number it would not exceed a greater average of more than six months during the year.

I would here mention the very injurious effect that the manner in which the trustees have heretofore appropriated the public money, *viz.*, that of paying each scholar its full quota at one time, or expending all the money in one quarter, thereby leaving no inducement for parents to send during the remainder of the year. I have, however, partially

succeeded in effecting a change in this respect, and in many of the schools the money is proportioned, although contrary to the strict letter of the law, according to the number of children actually attending, which, I am happy to say, gives general satisfaction, and which has had the effect to improve, to a great extent, the condition of those schools.

Free schools.—A great desire, on the part of nearly all the inhabitants in the township, has been expressed for a general law authorizing the inhabitants of each town to determine by vote, at the annual town meeting, whether their schools shall be district or free schools. This desire has arisen from seeing the beneficial effects which the free school system has had in other parts of our state.

I would therefore urge, through you, upon the legislature the propriety of passing a general free school law, or of allowing townships to raise as much money as they see fit for the support of free schools.

JAMES H. BOUCHER.

ESSEX COUNTY.

BELLEVILLE TOWNSHIP.

The statement embodies the statistics of the public schools in this township for the year now closing. The chief hindrances to their success are, in part, defects in organization, imperfection of text books, want of scientific apparatus for illustrating the subjects of study, the bad location and ill construction of school houses, the lack of comfort, convenience, and attractiveness in their furniture, fixtures, and surroundings, and, with a few noble exceptions, the apathy of parents, trustees, and the entire community upon the subject of common school education. These evils all demand the

most effectual means for their removal, and when that is accomplished, the impulse given to the development of mind will be incalculable.

But great as these hinderances are, they sink into insignificance when compared with that of the incompetence of teachers.

Let a district secure for a series of years that inestimable blessing, a *real teacher*, a man or woman *born to teach*, one possessing that structure and discipline of mind, those tastes and habits, and that delight in the employment, which make the teacher's mind a magnet, by which to draw out and vitalize the minds of the pupils; and, whatever that district was at first, whatever its school house, its apparatus, fixtures, or books, whatever the apathy, ignorance, or stupidity of trustees, parents, or superintendent, such a teacher will make all things new. He will create such an intelligent interest in the subject of education, that the old, ill located, misshapen school house, without fixtures, apparatus, or library, with its naked walls, its rickety seats without backs, and begrimed and mutilated desks, floors, and windows, will give place, as by magic, to an edifice designed, located, finished, furnished, and surrounded as befits its high vocation.

Such teachers can be had. In this, as in every thing else, create the demand, and the supply will flow to it. But the true laborer is worthy of his hire, and he knows it, and will not disgrace himself and degrade his calling by working for half price.

Who but fools or lunatics trust bunglers to build their houses, make their clothes, or even shoe their horses? But when immortal mind is to be moulded, and its character cast for time and eternity, the services of the master workman are dispensed with, to make room for the awkward fumbings of a clumsy apprentice, because he will work cheap!

Who can compute, in dollars and cents, the value of the real teacher to those developed by his training! Of course no trustees will employ such a teacher, unless they appreciate his worth. And here lies the great practical question: by what means shall the views of the community upon the sub-

ject of education become so enlarged as to create an imperative demand for educators of a high order.

A well planned system of free schools throughout the state would, under a wise and energetic supervision, accomplish more for the cause of common school education, in its influence upon all classes in this respect, than all other instrumentalities combined.

With few exceptions, this entire community would heartily coöperate in any wise system of measures to accomplish such a result. Free thought, free speech, a free press, a free government, a free gospel, and free schools rise and fall together, an indissoluble brotherhood; each member in turn pioneering the way, and beckoning onward every other.

THEODORE D. WELD.

BLOOMFIELD TOWNSHIP.

In addition to the statistics, above furnished, it gives me great pleasure to be able to report an increased attention to common school education, and a very decided improvement in most of the schools in this township. Not only has the number of children taught been greatly increased, but the new organization and methods of instruction, which have been introduced, have proved so eminently successful as to awaken a desire in those interested that the same advantages may be extended to all within our limits. Acting under the special free school law, passed by the legislature in 1849, the township, at its annual meeting in April of that year, voted to raise by tax \$1000 for the establishment and support of free schools. Under the provisions of the same act, three feeble districts, in which common schools had become almost extinct, were united, a large and commodious brick school house erected, at an expense of more than \$3000, and the cost assessed upon the district. During the months of December, 1849, and January, 1850, the school houses were thrown open, offering education free to all. Thus far the results have been most satisfactory; the services of a number of capable teachers have been obtained, the schools have filled up, the

whole subject of common school education has been discussed, the arguments against the present system have been met, the confidence of the people has been secured, and by a vote of the township, in April last, \$2000 was appropriated to schools without opposition. The way is thus opened for carrying out the plans which this system indicates.

By comparing the returns made to me of the number of children between five and sixteen, it appears that the increase of the present year is only eight, while the increase in the number who have attended school is four hundred and ninety-four. So far as I have been able to ascertain, certainly not more than one hundred and forty-four attended school, showing that at least three hundred and fifty are now reaping the advantages of education, who were not in any school previous to the introduction of the free school system.

But the friends of education have not been satisfied with the increase of numbers in the schools. They have devoted themselves to the improvements in the methods of instruction. Some of the schools have been thoroughly organized and classified; a uniformity of books has been established; our primary schools have been put in successful operation; great attention has been paid to order and to the training of pupils, and such other improvements adopted as from time to time appeared expedient. But these remarks do not apply with equal force to all the districts. The work has just begun, and we hope hereafter to be able to report still greater advancement.

JOSEPH A. DAVIS.

CALDWELL TOWNSHIP.

The town superintendent would remark, that the districts are very negligent and dilatory in making their returns, in consequence of which he is unable to present a full report. Only four districts have, as yet, made their returns of the number of children between the ages of five and sixteen, and these returns contain no other items, with the exception of Fairfield, which, however, only includes one quarter.

It would be well for suitable blanks to be sent to the trustees of each district, to be by them filled up, and given to the town superintendent, in time for him to make up his report; and this should be obligatory on the trustees, under the penalty, if they fail or neglect to do so, of losing their portion of the public money. Nothing but a penalty of this kind will probably produce a compliance with the law.

In reference to the money appropriated by the state, I would remark, that, from what information I have received, a portion at least is misapplied, being appropriated to purchase fuel, or in other ways of no advantage to the cause of education. Indeed, as the money is now appropriated very generally, I cannot see that any benefit accrues to the cause of education. If the teacher is partly paid from the public money, its effect is simply to relieve the pockets of the people without benefiting the cause of education. If the law required the public money to be appropriated to the purchase of suitable school furniture, such as maps, globes, &c., and to lay the foundation of a district school library, it seems to me that it would be a real benefit to the cause of education, and not simply so much money saved to the people.

I have recommended to the trustees of the districts in this town such appropriation of the public money, but they have not seen fit to comply. Some of the people in the country have no knowledge or appreciation of maps and globes, &c., and therefore they oppose the purchase of such things for the schools, and would rather pocket their few cents of the public money, than devote it to the purpose of elevating the standard of education. Let, then, the state amend the law, and specify to what purpose the money shall be applied, besides the payment of teachers.

As to the time of making out the reports to the state superintendents, it now falls in the middle of the town superintendent's year, and therefore great difficulty must be experienced in making out the town reports. Would it not be well to make the town superintendent's year to agree with the period of his making his report to the state? At present the town superintendents must meet with great embarrassments in fulfilling the duties of their office, from want of in-

terest in the people and of promptness and intelligence among the generality of trustees.

It would afford me great pleasure to aid the cause of education in a state which has given me the advantages of its academies and colleges; but when I meet with determined opposition to my recommendations, and when I see the public money perverted from its legitimate use, and retained in the coffers of the ignorant and covetous, I am discouraged, and cannot but sincerely hope and pray that the state will take more energetic means to have the public money so appropriated as to prove a valuable aid to the cause of education. District schools were as well sustained before any public money was received as they are at present, and I cannot help thinking that the state would have done more for the cause of education, to have retained the money until it should accumulate sufficiently to establish the entire free school system. Ten or twenty dollars a year is of little use to any district, as it is now appropriated; but let it be appropriated to school apparatus and a library, and it would be of essential benefit.

JOSEPH WILSON.

ORANGE TOWNSHIP.

If the legislature of New Jersey should form a system of free schools for the state, I feel confident that the inhabitants of Orange would carry out the system of free schools. The people of Orange appreciate the importance of the education of the rising generation.

We have many foreigners among us, and I think a system of free schools would be one of the best means to benefit them, and raise them from the degradation of Romanism.

The general and right education of the children of our free republic, is certainly an object worthy of the wisdom and benevolence of our legislature.

Not many colored children attend the public schools, but benevolent individuals keep both an evening and a Sunday school for their benefit.

ABRAHAM HARRISON.

MONMOUTH COUNTY.

FREEHOLD TOWNSHIP.

You will perceive that only about one half of the children between the ages of five and sixteen years attend the district schools. I suppose all those who attend other schools do not exceed one hundred. Thus you perceive that out of six hundred and fifty-four children in the township, there must be, at least, two hundred who do not attend school at all. Some of the two hundred undoubtedly are growing up in ignorance, others of them have been to school one or more quarters, perhaps. How to remedy this evil I know not, unless New Jersey makes her district schools free. If that be done, I think those who now keep their children at home would be anxious of receiving the benefit of the free money, and would thus, if from no higher motive, send their children to school. It may be our legislature will think the public mind is not yet ready for a free school law. If they should think so, I would suggest the propriety of their passing a law, at their next session, submitting the question of free schools to the people, whereby an expression of opinion could be obtained, so that there could be no doubt about the people's wishes.

JOSEPH COMBS.

HOWELL TOWNSHIP.

Our schools, generally, are in a thriving condition; they have all been open a portion of the year. In consequence of the late division of the county, one district is so diminished as to effect its ruin. Of a few of our schools we feel proud, presuming they are equal to any, and superior to many of the public schools in the state. Our town raised \$765 for school purposes, being the full amount authorized by law: the vote was carried with little opposition, although its effect is heavily felt by tax payers, some of whom complain. A very

strong feeling exists among us on the subject of free schools, which will be increased by the late vote in New York, on the question of sustaining the act establishing free schools. Many of our inhabitants think that New Jersey should also act, should stand forth as a promoter of free education. When will our legislators follow the example set in New York? We are capable of *leading*, but must be content with *following*. Do *our* legislators desire to know the wishes of the people before they will venture? Are they too busily engaged with railroads, manufactures, private benefits, &c., to trouble their minds concerning the education of the masses? This matter would also be sustained here. But our townsmen acted nobly; submitted to the burthen, seeing the necessity of more liberal supplies of school money; and though we have not all we desire, we have shown that we do not neglect ourselves. Four schools are supplied with very large maps of the two hemispheres. In these schools geography is taught extensively, and learned with facility. The want of a supply of suitable teachers is felt, and we have endeavored to interest the public in this matter.

At the quarterly visits heretofore few have attended; in some instances not even the trustees, though usually notified. In order to excite a general interest in educational matters the present year, I forwarded notice of an intention to lecture, which, so far, has resulted in drawing together small audiences, who are thereby led to sympathize with the teacher and superintendent in the advancement of the school. While here, I would entreat my fellow citizens to consider it a duty, not to be neglected, to attend the quarterly visits, due notice of the time being published by the teacher. We learn from teachers, that these quarterly visits produce excellent results; in most of the schools, the day thus occupied is regarded as a jubilee by the children. On these occasions I have alluded to the want of teachers, and strenuously urged the duty of teaching our youth expressly for this profession. Six male, and three female native teachers have been licensed, most of whom bear favorable comparison with teachers raised elsewhere, and all, with a single excep-

tion, are successful and acceptable. Seven teachers have been examined and licensed the past year.

Duty impels me to add, that the *females* whom I have licensed are excellent teachers, and for some reasons are preferable. The males are usually on the look out for clerkships, or other occupations affording greater emolument, and hence they often leave the business at an age when their qualifications are being fully developed, and the public lose their services at the time when they would be most useful, while females find no employment more profitable. Without intending invidious distinctions, duty requires that particular allusion should be made to the school at Upper Squankum. The teacher, raised among us, is a most diligent and enterprising man, bestowing unremitting care on the school, without apparent distinction of persons.

There is a degree of criticism displayed here in all the numerous branches taught, beyond what I have elsewhere seen. The exercises are introduced in every variety of form, often very novel, by which the dullness and irksomeness, so very incident to the school room, is avoided, and study really becomes agreeable.

In the hope that the foregoing may result, even in the smallest degree, in the promotion of this great enterprise, it is respectfully submitted.

JOHN B. WILLIAMS.

MANALOPAN TOWNSHIP.

Of the seven school houses located within the township, three of them are occupied by male, and the remaining four by female teachers. Of the female teachers, it may be proper to remark, that they are all natives of this state, educated in it: and three of the four are remarkably well qualified for their stations. For the masters, we are indebted to New England, and they are also well qualified teachers. An increasing interest in the cause of general education has become apparent during the last year, by the readiness with which a much larger amount of money was raised by taxa-

tion than on any previous occasion for school purposes, and also in the liberal manner in which globes, maps, books, &c., have been provided for the use of the schools. The plan of having the district schools free has been much talked of, and public opinion in this community is much in its favor. Were the law equalizing taxation once fairly in operation, and the townships permitted to tax themselves to the necessary amount, the last barrier to free schools would be removed from among us.

During the present year, a very troublesome and vexatious source of embarrassment has existed among us, caused by the town collector refusing to pay over the full amount of the funds placed in his hands by the county treasurer, retaining one-third of the whole amount.

I mention this subject here more particularly with the hope of eliciting from the state superintendent directions as to the proper time for apportioning the public funds to the different districts. The law on this, as on some other points, is vague and conflicting. In chapter third, section ten, of the act establishing public schools, the town superintendent is directed to "apportion the money received by the town collector, and all other moneys raised by the respective townships, and notify the trustees of the schools thereof," &c., with a view, no doubt, of enabling the trustees to make their estimates, arrange their terms, and engage their teachers for the whole, or any part of the year, as they may think expedient. In section ten of the supplementary act, the superintendent is directed to apportion the money, when he receives it. Taking this latter section literally, I should not have apportioned nine hundred and five dollars thirty-five cents, the amount actually appropriated by the board of freeholders and the voters of the township for education this year, but simply the three hundred and thirty-one dollars eighty-seven cents, I have received up to this time; and in no case could the amount raised by townships be made available, as it cannot, in the nature of things, be paid to the town superintendent until collected, which collections are not completed until some time during the last quarter in the year.

There have been licensed during this year seven teachers,

upon examination, and the license of three more renewed. The more experience I have in this part of my duty, the more I am constrained to regret the course pursued by our board of freeholders, in refusing to appoint county examiners to assist in and share the responsibility of this very important department.

W. L. DE BOW.

MARLBOROUGH TOWNSHIP.

Seven male and five female teachers have been employed during the year; ten licenses granted. In two instances I have thought proper to limit the term of license to one quarter, and with happy effect. Two applications for license I have felt it my duty to refuse; one for want of educational qualifications, and the other, notwithstanding the applicant had been twice licensed, and had taught in the neighborhood nearly two years, because he had become addicted to habits of tippling, and his moral influence, so far as he had any, was degrading, and not elevating, as a teacher's should be. His education, too, was defective, even in the spelling book. In arithmetic he could neither define nor illustrate, though he could perform some of the operations tolerably well. In penmanship he rather excelled, but in geography and grammar he knew next to nothing. Under such a teacher no improvement, of either the head or the heart of a child, could be expected, and his school could never rise above one of the very lowest grade. Such has been the character of the school under his tuition for several years past. And because it is such, a majority of the trustees seemed to think the teacher I have described the very man for them, and still persisted in employing him without a license. I have been the more particular in describing his case, as I am informed he and the trustees have been to consult the state superintendent in regard to the public money, which I have refused to pay him on their order. My construction of the law is, that I am to pay none of the money except to a *teacher*, and one having a li-

cense ; that the twentieth section, instead of annulling part of the tenth, only explains it.

Of the six schools in this township, none have been kept open the whole year. Three have been open nine months, and the other three only six months. This is much to be regretted. The evil of long vacations, of two, three, and six months, has been observable in some of our best schools during the past year. The children acquire habits of idleness, habits of insubordination, vicious habits, habits of inattention, habits of forgetfulness, habits of, stupid indifference to books, to good behavior, to cleanliness, to the good opinion of others, and to improvement generally. They lose much of what they had learned. They suffer loss in elasticity of mind and in that buoyant emulation and ambition which every good teacher aims at, and which he only secures after a steady course of skilful and patient pains-taking. They lose much of their innocent simplicity of character, their love of rule and order, and their sense of right, by associating with the vicious, and even with each other, when so long from under the supervision of their faithful teacher. Their precious time is not only a dead loss, but a double loss. It will take, under the most assiduous and faithful instruction, at least as many months as they have lost in idleness to regain their former standing. Many never regain it. Before they reach it, perhaps, they are out of school again, and fall still lower than at first. Yet parents wonder why their children do not learn. They have been so many years going to school, they ought to know something. They have grown in stature more than in intellect. True, and it is very mortifying to see large children stumbling over their elementary lessons, unable even to read intelligibly. But if their bodies had kept as many fast-days as their minds, there might have been less disparity between them. Instruction to the one should be as constant and as well regulated as nutrition to the other.

There is no good reason why four of the schools in our township should not, with our present means, be open the year round. It has been owing, however the past year, to the difficulty of obtaining good teachers. Some of our trustees have, for good cause, become chary about employing

teachers, unless recommended by some persons in whom they have confidence. When a good teacher leaves a school, (for New England or New York of course) he is requested to send them a successor. This often leads to delay for several months before they can be supplied. Meanwhile the schools are closed and the children at large. The only effectual remedy for this evil, in all our schools, will be found in some adequate provision for a sufficient supply of good teachers in our own state, either by largely increasing our educational means, so as to enable the schools to pay higher wages, or by the establishment of a normal school. Some such plan, though it were but a temporary expedient limited to a few years, might serve a valuable purpose to give an immediate impulse, whilst the great aim should be so to elevate the character of all our schools, and so to extend the blessings of good education to all our children, as to furnish from the schools themselves an adequate supply of the best teachers for their instruction.

A. A. MARCELLUS.

MIDDLETOWN TOWNSHIP.

I am happy to inform you that the schools of this township wear a more encouraging aspect than at the last report. Most of the schools have been open the whole year, and with few exceptions, have been able to secure competent teachers. The mind of the people is gradually opening to the importance of general education, and a more liberal feeling is manifesting itself in a willingness to open the way to all, at whatever cost, to a good education, their inalienable right. At our last town meeting, \$600 dollars was voted to be raised by taxation for our schools, which was an advance of \$200 on any previous year. If there are no legal impediments, we can next year, with little risk of opposition or reaction, raise \$1000. In one of our districts, we have had, in the form of a school house of ample dimensions, a noble example of liberality. A house has been erected and furnished, after a model

more attractive and convenient than any heretofore existing in the township, or perhaps county.

A plan of visiting the schools of the township has been entered upon, which we hope may result in good. Every two weeks, on Saturday afternoon, the teachers of the township are invited and expected to attend, with the superintendent, at some one of the schools. The trustees and friends of education in the district are also expected to be present. The school is then examined by the teacher, about an hour and a half being allowed him for that purpose. The remainder of the afternoon is devoted to conference and discussion. By meeting in this way, at short intervals, from district to district, an interest is awakened, not only in the district in which the meeting is held, but each meeting, through the teachers, exerts a happy influence upon the whole township. A source of improvement is also thus provided for teachers, each teacher having an opportunity of exhibiting his method of government and instruction, and, in his turn, of witnessing that of the others.

In this township, a report is required of the teachers at the close of each term, in which, in addition to the usual statistical matter, an account of the number of visits of the trustees, and the interest they manifest in the school, is particularly requested. I am sorry to say that, in the majority of cases, the responsibilities connected with the trusteeship of public schools do not seem to operate as incentives to an earnest and faithful discharge of duty. Few trusts committed to the hands of men involve a responsibility so great, or promise a richer and more enduring reward than that of superintending and securing the education of the young, and yet few trusts are executed with so little heart and soul. I can think of no one thing that will go further towards remedying this evil than a full report at each annual town meeting, of the names of the trustees of each district, and the number of times they visited their respective schools, meting out to them in due proportion the praise or blame to which they are entitled.

The prevailing sentiment here is, that our schools should

be free, and that our legislature, at the coming session, will move in the matter to some purpose.

It will be seen, by a reference to the statistical tables of your former reports, that they are very imperfect; for example, under "number of children attending school less than four months," "more than four months, and less than eight," &c. It is next to an impossibility to obtain with any degree of accuracy such details. The consequence is, a meager and imperfect view of aggregates is given, which serve no other conceivable purpose than to misrepresent the true state of the schools. A table more simple and of less detail would be more likely to secure what it is really desirable that all should know, *viz.*, how many attend school, and how many attend any considerable portion of the year. A table requiring the number that attend *less* than six months, and *more* than six months, would no doubt be more generally complied with, while it would furnish data upon which some reliance could be placed, and from which some useful conclusions could be drawn.

A. C. MILLSPAUGH.

RARITAN TOWNSHIP.

All the school houses in this township are substantially built and in good repair; some of them, however, are rather too small to accommodate comfortably the number of children contained in their respective districts. The spirit of education is evidently on the advance in this township; in some of the districts the people are paying more liberal salaries to teachers, in order to obtain and retain the services of good ones. This, to a very great extent, is all that is wanting; there are plenty of well qualified gentlemen and ladies who would be willing to devote themselves to the cause of education, if sufficient inducement were held out. Money is what we want, and money is what we must have, if we expect to see the cause of education advance rapidly. One of the districts in this township is without a school house, and two or three others have been under the necessity of employing quite in-

different teachers, and all for the want of money. It is to be hoped that something will be done by the legislature, this winter, to help the cause. I disapprove, however, of the normal school system; I think the public money can be laid out to better advantage. Let the field be open to competition, pay good salaries, and we will soon have good teachers. There is an evil existing in districts number three and four, which I am at a loss how to remedy. There are in these districts between twenty and thirty colored children without the means of obtaining an education, as they will not be admitted into the schools with the white children. The parents of these children are tax payers; the children are enrolled by the district teachers, and yet no provision made to educate them. This is unjust. The schools, with three or four exceptions, have been kept in regular operation since the first of April last, and the three or four alluded to above have been kept open the greater part of the time. The terms of tuition are from two dollars to five, according to the studies pursued. There are in this township at the present time some first rate teachers, and they command good salaries.

GEORGE W. BELL.

UPPER FREEHOLD TOWNSHIP.

Our schools are all free, or nearly so. Several of our teachers are well skilled in several branches of mathematical science, some also in Latin, botany, and English grammar; they have maintained decorum, and commanded the respect of the pupils; and though they have not devoted as much attention, or manifested as much interest as might be desired, yet, I apprehend, they have done as much as circumstances and their compensation will warrant.

Notwithstanding the favorable condition of things, there are very many who do not appear to appreciate the advantages of a good practical education, and are consequently very negligent in sending their children to school. I flatter myself that this remissness is gradually disappearing, and

that, with exertion on the part of the trustees, teachers, and superintendent, there will soon be an evident improvement.

EZEKIEL COMBS.

MORRIS COUNTY.

CHESTER TOWNSHIP.

In addition to the above report of the state and condition of the schools of Chester township, from December 15, 1849, to December 15, 1850, the superintendent would add—that, of the number of scholars in attendance, 122 study geography, 168 arithmetic, 29 grammar, 11 history, and 198 are learning to write, and that a few are studying algebra, Roman antiquities, and natural philosophy.

By a comparison of our present report, with that of last year, we find, that although it indicates a great want of interest in the subject of education, yet it contains some grounds of encouragement to hope for ultimate success. In this township, the greatest obstacle to the progress of common school education, has been in the want of a proper appreciation of its benefits. While by some education has been duly appreciated, and active endeavors put forth to secure its rich blessings upon community, yet there have been others preferring pence to intelligence, of sufficient influence to embarrass every well directed effort to secure the benefits of a high order of district schools; but, happily, intelligence is beginning to be more generally and highly appreciated. The people see that it is indispensable to success in business, as well in agricultural and mechanical pursuits as in professional life; that it enables them the better to enjoy society and the common blessings of Providence, and that their standing and influence in community are materially affected by it.

This increased interest on the subject of education is evinced in voluntarily surpassing the legal limitations in raising school money, in adding one hundred dollars to the previous year's taxation; also in securing at school the attendance of fifty more children than were sent the year before, and in the increased average number of months the schools have been kept open. But more especially is this growing interest in the cause of education manifested in the increasing desire for competent and efficient teachers; but this demand it appears impossible to meet. We try to select the best applicants, and although our schools (with but one exception) are supplied, yet we have but one or two teachers among them all who may properly be regarded as fully qualified for teaching an ordinary district school.

During the past year one new stone school house has been built, and the requisite means subscribed for rebuilding a two story frame school house, that is now in a state of dilapidation.

LUKE I. STOUTENBURGH.

HANOVER TOWNSHIP.

Our schools opened the last spring with the very cheering prospect of a large attendance of pupils; but, in consequence of a succession of epidemics incident to childhood, that prospect became faded, and the average number of scholars in attendance was considerably less than that of the immediately preceding year.

I am happy to say that our schools are steadily and gradually improving, which is more particularly evinced in the progress the pupils have made in that difficult and very essential accomplishment, the faculty of reading well. When I now see children of ten and twelve years of age reading with facility and propriety, and at the same time revert to the scenes of by-gone times, when young men and young women of eighteen and twenty years were stumbling through their daily lessons without any regard to punctuation or pronunciation, not a doubt remains upon my mind respect-

ing the advantages of our common school system. But let us gradually extend those advantages, so that, at least, succeeding generations may enjoy the inestimable blessings of a sound education without money and without price.

JOHN A. BLEECKER.

MENDHAM TOWNSHIP.

In sending the above statement respecting the schools in the township of Mendham, it may be necessary to accompany it with a few remarks, for fear that some might think that the interest in the cause of education was on the decline. I think a growing interest is manifested, as shown by a call for competent teachers and a greater willingness to render a suitable compensation. I feel gratified in being able to report that our schools have been filled by none but licensed teachers, and at present are all occupied but two, one of these being vacant for want of a teacher, and the other for want of sufficient support, being a small district, must necessarily remain vacant a part of the year, showing the necessity of an increase of our public school fund, that the means of education may be brought within the reach of all. Though there is great cause for encouragement, yet we find much room for improvement. By examining the statement of our schools, it will be found that over one half of those who attend school have attended for a less term than four months, and but few for a greater term than eight months. These statistics but too plainly show, that, unless something more is done in the cause of education, a majority of our youth must grow up scantily supplied with the means of procuring an education.

MELANCTON THOMPSON.

MORRIS TOWNSHIP.

In addition to the statistics given above, I would remark, that on the whole our schools have been decidedly improved. The institute, held in this place last December, gave a new

impulse to the cause of education. The teachers who continued in their respective schools have evidently improved; some poorly qualified left us, and, by securing better teachers, a decided advantage has been realized. Better books have been introduced, and more zeal has been apparent. Some of our teachers deserve to be highly commended, while in some of the schools there should, undoubtedly, be a higher standard.

The result of three years' observation in superintending the schools of this township is simply this, *that first rate teachers only should be employed, and then all things will be duly regulated.* By this I mean not only such as are most abundantly qualified, so far as mental abilities are concerned, but above all possessing those moral excellencies which are so necessary as an example to the young, and without which all attainments merely intellectual will only be augmenting a power for evil. With such teachers the schools will flourish, for by such teachers will be introduced good books, good habits, good morals, and good examples, and by such will be laid a good foundation for time to come.

On the other hand, by unqualified teachers nothing solid can be gained. If good books are introduced they know not how to use them; their teaching is superficial, their habits are not worthy of imitation, their influence is pernicious, and from the multitude of defects, visible even to the children, they necessarily fail in government; they are literally down-trodden by their juniors, and, in a short time are glad to escape from a field become, through their ignorance, so unpromising and so barren, but which in the hands of suitable teachers would have yielded a hundred fold.

If *high farming* is beginning to come into just repute in the cultivation of the earth, and our legislators are petitioned to look with favor on this cause, then how much more should a similar policy be adopted in relation to the lords of the soil and to the improvement of the nobler part of man. Let no pains, no skill, no expense be spared to enrich the noble faculties of the minds of our children, the future rulers of this noble republic. Such a course, and such only, is worthy of our illustrious ancestors. If the present genera-

tion adopt it, then will the future millions of a self-governed, intelligent, and happy Union heap their blessings upon us, or rather pour forth their grateful praise to that kind Providence who inspired us with wisdom, and, through us, transmitted to them so invaluable an inheritance.

ALFRED CHESTER.

ROCKAWAY TOWNSHIP.

Above you have my formal report of schools in Rockaway township. All our schools have been kept open a part of the time, and in five districts the schools have been kept open during the whole year. We lack competent teachers, and some of our schools have been vacant a part of the time on that account. The general wish of the people is for competent teachers.

The money apportioned among the several school districts, so far as it has been expended, has been used in paying teachers' wages, and the balance on hand will no doubt be called for within the year. Those districts which keep school open the whole year apportion their public money about equally on each quarter. I think the subject of free schools is becoming more popular. No doubt a great majority of the inhabitants of our township are in favor of free schools. I am confident that nothing short of this will place the means of instruction within the reach of all, for any district or any single township to raise or support free schools is nothing to the purpose. There are so many families moving from one district or village to another, and so many parts of districts, that to make the burthen at all equal, whatever system is adopted should be general throughout the state. I would suggest an amendment to the law, which apportions money according to the wealth of the inhabitants, instead of the wants of the people. The present law apportions money among counties and to townships in proportion to their wealth, or in the ratio of the state or county tax they pay. Now would it not be much better to apportion the school

fund according to the number of children residing in each county and township capable of attending school.

JOHN O. HILL.

ROXBURY TOWNSHIP.

The public schools in this township will bear a more favorable report this year than formerly. The interest of the community, generally, is increasing in regard to education. One fact I will mention in evidence of this is: at the last annual town meeting a larger township fund was voted to be raised than has ever been raised before in this town; indeed all that could be appropriated according to law was voted, and an appropriation of a sum double the amount would have been carried by a decided majority, had the provisions of the law sanctioned such a course. Our teachers are better qualified, our trustees are more attentive to their duties, schools are not vacated as frequently, and better salaries are paid to teachers. Two dollars are the terms per quarter for tuition, but most of our teachers are now paid by the month, the quarter, or session of six months. One difficulty the trustees labor under, *viz.*, the necessary repairs for the school houses are neglected for want of funds, and some of them are rendered comparatively unfit for use during the winter season. I believe that this community are prepared at this time to sanction a free school law.

WILLIAM M. FORCE.

PASSAIC COUNTY.

MANCHESTER TOWNSHIP.

From the above statistics, it will be observed that only about one-third of the children of this township attend our

public schools. There are some two or three private schools in the village, where, perhaps, near one-sixth of the whole number receive instruction; so that there is not more than one half of the children residing in the township found within the walls of our common schools, either public or private. I hardly know what to suggest as a remedy for so lamentable a state of things, except it be to make our public schools free, or so nearly so as to lead the people to patronize them. Another remedy might be found in elevating the qualifications of teachers. It is not mere book learning that is requisite for a good teacher; it is skill and tact in communicating what he knows, diligence and industry in his work, and a faculty of governing so as to be loved and feared by his pupils. A well managed state normal school might, perhaps, contribute to meet the want of competent teachers, so extensively felt. In our township there is an improvement in those important concomitants of good schools, good school houses. The buildings are, with one exception, new, and some of them fitted up with desks and seats on the modern plan, but none of them are accommodated with sufficient grounds to render them comfortable and pleasant to the children. In one of our districts difficulty has occurred, as the state superintendent has been informed, respecting the location of a school house. The law seems very imperfect on this subject, and it is hoped an effort will be made to have it revised and amended.

The schools have been regularly visited, and we are happy to report improvement, but not all that we desire and have reason to expect. There is a want of attention, especially to penmanship and English grammar. These branches are very much neglected. An examination of the children's writing books would seem to indicate that this branch was left without a superintendent, and the children in some of the schools were allowed to write when, and what, and how they pleased. And as for English grammar, we find not more than a dozen children in the whole township giving it any attention. The public funds have been carefully distributed to the respective districts, according to their returns.

J. H. DURYEA.

POMPTON TOWNSHIP.

The schools in this township are generally well conducted, by teachers of correct moral deportment and competent capacity. Great improvement is apparent in the scholars, and we have every reason to feel satisfied. A greater interest is manifested by the inhabitants, generally, in the cause of education, and we have reason to hope that ere long the benefits of a good practical education will be afforded to every child in the township.

However, we think the present school law could be very beneficially amended in many particulars, one of which I conceive would be the paying of the state and county money directly to the superintendent, instead of passing it through the hands of the township collectors, as is now the case; the officer is paid nothing for his success in the matter, and hence, as a general rule, we can expect him to take no great interest therein. I have acted in the capacity of town superintendent ever since the present law took effect, and money due from the state in May for this town has not been paid by town collectors until the succeeding January, and, in some instances, not until the succeeding spring, and for one year we have not received it at all. It still remains in the hands of the county collector. I have solicited the payment of him. He told me the reason he did not pay it was, the town collector was delinquent in county tax; for that reason he had retained the school money, and used it for county purposes. I do not conceive why town superintendents should not be authorized to receive it from the county collector.

ED. K. BOARD.

SALEM COUNTY.

LOWER ALLOWAYS CREEK TOWNSHIP.

It is hoped that the present legislature will revise and amend our very imperfect school law, so as to point out clearly and distinctly the duties of the officers, together with the power they possess, that no misunderstanding may occur between them and the inhabitants of the township.

Some provision should also be made by which the trustees could raise money to hire or build school houses. By the present law, they are directed to procure a suitable place for a school, and are forbidden to use the money to pay for it. "The Israelites were ordered to make bricks, but were furnished with no straw."

No books of record are kept in any of the schools; the superintendent is directed to procure them, but the law forgets to point out who should pay for them, or where the money is to come from. Notwithstanding these objections, the schools of our township are improving, and we look forward with hope that the time will soon arrive when the public schools shall be all that the people require to afford their children a complete education, so as to fit them for any situation in which they may be placed.

BENJAMIN HARRIS.

SALEM TOWNSHIP.

In compliance with that section of the act relating to the duties of town superintendent of the public schools, I hereby append, as far as I understand, the items therein stated.

There are three rooms engaged for public schools in this township, two of which are under the same roof of an old building, which has undergone considerable repairs for the purpose, and one other, the base of a church; these are all upon rent. Until late in the summer, our trustees had not been able to procure a suitable place for a school house.

Our school was advertised to be opened September 9th; 225 children of both sexes attended, 100 on the ground floor and the rest above. We trust to procure additional school room, as there are yet 400 children to be provided for by the public. Our limited means would not allow us to purchase ground or to build a school house, and our trustees deemed it more available for the great ends of public instruction to enter at once upon direct teaching with but partial accommodation, than to wait still longer for an increase of means.

School books have been chosen from a careful selection of the most approved in Philadelphia. An iron furnace has been prepared in the basement of the two rooms to heat. The superintendent has received from the collector \$870, which he has paid over to the trustees, and which has been expended in repairs, fitting up, &c.

The government is one in which both physical force and the force of reason is resorted to, according to the exigency of the occasion.

The means of discipline are, a uniform system rigidly observed, acting from a principle of right and wrong, merit and demerit marks, confinement after school hours, loss of grade, the use of the rod in aggravated cases, and suspension.

The superintendent has made it his business to acquaint himself with each department of these schools by constant personal visits almost every day, and from the mode of teaching, discipline, and government adopted, he has the satisfaction of witnessing a due subordination and a lively interest in the pupils, which cannot fail of being attended with the best results, and the more so, as many of the children have been to school very little or not at all. Much of the prejudice which had existed in the public mind has also in consequence abated, and exchanged for approbation.

It will be seen there is in this township, for which this district is composed, upwards of 700 children between the ages of five and sixteen years, of which number only about 272 attend the public schools. This is entirely owing to the difficulty in procuring suitable rooms for the purpose, though there has been for several years past quite an interest taken in the matter. In the spring of 1848, the township raised the

sum of \$3000 for the purpose of procuring or building suitable school houses; but upon the representation of a small portion of our community, the legislature, at the next session, passed a law compelling the township to pay the money so raised back to the people, leaving the township without a single public school room or house, and without the means of procuring one, thus striking a blow at the system in this township, the effect of which it has hardly at this time recovered from; the consequence is, that the trustees have with much difficulty been able to procure three rooms, which will accommodate about 320 children, while the number of applicants for admission exceeds 400. Under a special law, this township is now permitted to raise a sum which, when added to the amount received from the state, shall not exceed the sum of fifteen hundred dollars, a sum quite insufficient for the purpose of keeping the schools open the whole year for the whole number of the children of the township. If the township was permitted to raise three thousand dollars, it would be amply sufficient to school every child in the township and furnish books and all other appendages.

THOMAS MAYLIN.

UPPER ALLOWAYS CREEK TOWNSHIP.

The schools in my district or township are reviving some from their lethargy, and the community at large have taken a hold of them with fresh energy, with the hope that the next legislature will do something to revise the present school law, or to abolish it, and have a free school law established; with that to assist us, our schools will be better conducted, and the cause of education brighten in New Jersey.

WM. HOUSE.

UPPER PENNS NECK TOWNSHIP.

I have visited the schools regularly every quarter, and some of them oftener, and from observation at different pe-

riods of visiting, have been satisfied with a gradual improvement, not only in children, but also in the system of teaching. I have always been kindly received by the teachers, and the children seem gratified with a brief lecture that I give them at my visits. The trustees of some of the districts meet punctually with me, but I regret to say that there is a very great neglect of this imperative duty of every trustee, and more particularly of parents visiting their schools. This is one reason we have not had well qualified teachers; in several instances I have been compelled to give partial licenses (there being no county board of examiners) to individuals to teach a certain school only, and others for the space of four months, or else the schools would have been left vacant. And I also find many individuals whose minds are well stored with a good and substantial education, and yet do not possess the same faculty of imparting that knowledge to their pupils as one whose mind is not half so well stored; and still the former is selected to teach in preference, because he has the best education. Now I think if an alteration was made in the law requiring individuals to be instructed in the art of teaching before they make application to teach, it would prevent much valuable time being lost by the children, from its not being properly appropriated.

THOS. REEVES.

SOMERSET COUNTY.

Report of County Examiners.

Complying with your request, the undersigned make report to you of their labors, as examiners of teachers in Somerset county. Since the 15th December last, they have examined and licensed eighty-one teachers, of whom fifty-four were male, and twenty-seven female. Of these thirty-seven

were relicensed, and in most cases these were rëexamined. Three were refused license, two were licensed for six months, and three for three months; several had a license limited to a particular district.

A perceptible increase of interest and knowledge in the profession was manifested by nearly all of those who were rëexamined, and many of the young people who presented themselves for the first time were found to be better prepared than many of a similar class aforetime examined.

Arrangements were made, and instructors procured for a teachers' institute, but circumstances seemed to require its postponement indefinitely.

The board of freeholders rëappointed C. C. Hoagland as the associate of Dr. Messler for the current year, and required the examiners to visit the townships for the purpose of examination. This was done, and in several of them a public meeting was had, and an address made with apparently happy results.

Our experience hitherto justifies us in the confidence, heretofore expressed, in the examination of teachers by a county board, rather than by town superintendents.

ABM. MESSLER,
C. C. HOAGLAND.

BEDMINISTER TOWNSHIP.

In compliance with the requisitions of the law, I forward to you the following and included statements concerning the schools of our township.

While I see that in many places they are giving encouraging accounts of the improved condition of their schools under the present school laws, I am not a little doubtful whether they are here very decidedly better than they were thirty or forty years ago.

The moral character of teachers is considerably elevated, and some of the higher branches are now taught; but while we have a smattering of grammar, (for it seldom as yet amounts to more) we have retrograded in orthography and

penmanship. Having been bred in this township, and followed teaching in early life, some thirty-five years ago, I am able to form a pretty just comparison. Still I am in favor of the state endeavoring to furnish an education for all her children, and believe the want of more evident improvement among our schools hitherto is the result of incidental causes, which are not insuperable.

We have had twenty-two teachers employed among us during the last year, nineteen males and three females. This will show you that we are continually changing, and can expect no great progress while this continues to be the case. Not one of our teachers has been three quarters in his present school, and several of them have quit after teaching only three months, to give place, probably, to another new beginner. I have become well satisfied, from long observation, that to have a good school we must have a good teacher, and give him sufficient time to show his capacity as an instructor.

At present we have teachers in all our schools.

The inhabitants generally manifest but little interest in the schools, and by their neglect make the teachers feel the irksomeness of their employment.

In my visits, I have taken the trustees with me, and as many of the parents as I could induce to attend.

As to further observations, you will find them appended to the statistics, which I had at first intended to enclose in a blank envelope, and perhaps might as well have done so, as it is impossible you can carefully examine *all* the reports.

ROBERT J. BLAIR.

FRANKLIN TOWNSHIP.

By a part of the township having become annexed to Middlesex, by an act of the legislature, the number of scholars is reduced from 1100 to 730.

Although the examiners and superintendents have selected and recommended the books to be used as class books in the schools of the county, to produce that uniformity so long

needed, only about one half of the districts of this township have complied with the recommendation; the others are still suffering from their great variety, thereby compelling the teachers to divide the schools into too many classes, so as to consume much time and subject parents to unnecessary expense. The superintendent would cheerfully cooperate with all the trustees, so that every school may enjoy the benefits resulting from such uniformity.

To insure better and more permanent success, we need a larger class of *native* qualified teachers. We are perfectly satisfied to supply the pulpits of our churches, the bars of our courts, and the halls of our legislatures with our own scholars, and would feel insulted by an acknowledgment of any dependence for them on other states, yet the education of a large majority of our youth, who are the hope of the state, is committed to strangers.

There are numbers of youth in every neighborhood possessing the requisite talents, and they should be encouraged by parents and others to direct their studies so as to prepare them for teaching, and to adopt it as a profession for life; yet, for want of respect to the calling, and liberality on the part of employers, they are driven from the schools into more lucrative employments, for while the trustees offer them, as a reward for teaching, from fifteen to twenty dollars per month, the merchant, in order to obtain a good clerk, doubles the amount. Hence our schools are drained of their best talented young men, filled with so many foreign and female teachers, and subjected to frequent changes, so injurious to their prosperity. When we shall extend to the profession of teaching that respect and attention, and compensation, which its importance deserves, then, and only then, will our schools be supplied with successful and competent teachers.

All the schools, except one, have been open during the whole year, an encouraging circumstance, and one which very probably has never before occurred.

All the school houses (though not attractive in appearance) are in a comfortable condition, and receiving gradual improvements in their internal arrangements. One of them,

during the year, has been supplied with a series of Pelton's large outline maps, while those of Mitchell adorn the walls of several others, and, through the munificence of our board of chosen freeholders, a map of the county has been placed in every school in the several townships.

A graduate from the normal school of New York, through the unusual liberality of one of the districts, is now engaged in conducting its school with flattering prospects.

While the schools fall short of that state of prosperity which the friends of education so ardently desire, still in their present condition we find much to approve. Parents and trustees are manifesting an interest in them heretofore unknown, the scholars are more regular in attendance, the rudiments are more thoroughly studied, while the higher branches are more extensively taught; the services of the teacher are becoming more appreciated and respected, all of which have a direct tendency to elevate their condition, and furnish the rising and future generation with such an education as the nature of our free institutions require, and render them an honor and a blessing to their country.

RALPH VOORHEES.

HILLSBOROUGH TOWNSHIP.

In presenting my annual report, I propose giving you a brief history of our school operations since December last. All the schools were in operation last winter, and have continued open all the year, excepting brief vacations. They have all been visited frequently by the superintendent, but not by trustees and parents to any greater extent than formerly. Spelling, reading, writing, arithmetic, grammar, and geography are studied in all; history, astronomy, and natural philosophy in a few. The average attendance for this year has somewhat increased, though much complaint is yet made by the teachers of irregularity of attendance.

Having been directed to publish my report prior to the town meeting, a pamphlet was printed and distributed through the districts, and presented at town meeting, when the measure

was ordered to be repeated next spring. A copy of that report was forwarded to you. At the same meeting it was voted to raise \$1200, by tax, for the support of schools for the current year, and the usual sum of \$200 for the education of poor children continued by an almost unanimous vote. This, with the interest of the surplus revenue and the sum received from the state, places this township among the foremost in the amount of money appropriated to schools, no township, having so exclusively a rural population, exceeding it. Having reached the limit set by the law to money to be raised by tax for this purpose, there is a prevailing sentiment in favor of liberty to raise what sum we please, and petitions are circulating in the districts asking the legislature to pass a law authorizing this township to raise any sum not exceeding three thousand dollars.

Mr. L. Vanderveer, of Camden, a native of this county, having published a map of the county upon a large scale, the board of chosen freeholders, at their annual meeting, with a commendable liberality, ordered a copy to be put in every school house in the county, and this has been done in this township. More attention has been given during this year to the licensing of teachers, and fewer teachers have been allowed to enter schools prior to examination and licensure.

In August the schools of two districts, numbers four and fourteen, united in a pic-nic and festival, in a grove midway between the two, and, having listened to brief addresses by the superintendent of this and a neighboring town, and the pastor of one of our churches, were gratified by a bountiful entertainment, and sports and plays for an hour; 65 children and 150 adults participated in the festivities.

Previous arrangements having been made, by and with the consent of the trustees, the schools of the Western section of the township assembled in the church at Shannick, on the 12th September. Nearly 300 children and 500 adults were present. The exercises consisted of a report of the town's care of the schools since 1838, and addresses to the children by Rev. Dr. Currie, of New Utrecht, L. I., and to the audience by the State Superintendent, and singing by the chil-

dren and a choir. The following day, the schools in the Eastern section met in the church at Millstone. Here 400 children, and also an increased number of parents and friends saluted each other, and similar exercises to those of the day before were had. But one sentiment of gratification was expressed by the community at these meetings, and I am well persuaded a good influence has proceeded from them. A good degree of harmony prevails in all the districts but two, where local and personal jealousies have been admitted by the inhabitants, and cherished by the teachers, to the serious and lasting injury of the schools. Every school in the township, save one, is in present operation, and under winter arrangements.

Descending to particulars—in district number one, at Harmony Plains, the most tasteful and convenient school house in the county has been built during the past year. Placed towards the rear of a lot of one acre, and ornamented externally, its internal arrangements are highly creditable to its projectors and convenient to its frequenters. It was devoted to its use, by appropriate addresses and prayers, in May last. By the munificence of a gentleman of an adjoining district, a complete set of Pelton's outline maps grace its walls, and a pair of globes and a foundation of a library adorn its shelves. Hornor's map of New Jersey and Vanderveer's of Somerset county are suspended in appropriate places, and, what is best of all, the proficiency of the pupils gives excellent proof of the faithfulness of the teacher and good evidence that the liberality of the district is even now receiving its reward. In number three, the school room has been repaired and several conveniences introduced. In number eight, a new house, the forms have been replaced in a more convenient arrangement.

In number thirteen, a well selected and properly conducted library, of about 300 volumes, has been established, the grounds of the school extended by the purchase of an additional acre, and a house built for the storing of coal, &c.

The expected teachers' institute having failed for the county, the teachers of the township have had the first of a series of monthly meetings for mutual improvement, and there is good

reason to hope that these will be efficiently and steadfastly maintained. We have the model school house of the county, and as our teachers will bear a comparison with those of any town in the county, we hope that some of our schools may ere long be quoted as among the model schools.

C. C. HOAGLAND.

MONTGOMERY TOWNSHIP.

There are at present employed in this township five male, and three female teachers, (their ages varying from twenty to thirty-two years) with salaries from fifty to eighty dollars per quarter. I am happy to state that a few of the number have been engaged in the same schools a year or more.

It is gratifying to me to say, that the teachers now employed in this township appear fully competent to instruct the children committed to their charge, and it is cheering to the cause that they manifest a deep interest in the advancement of the children.

A celebration of the common schools was held in this township in September last. There was a general attendance, both of parents and children. We had four addresses delivered at the time upon the subject of common school education, and I would recommend that a school celebration be held once a year in every township in the state; it would be the means of bringing out the parents to hear what might be said in regard to common school education. I believe this to be the best method of awaking up the people to the subject.

I have visited the schools every quarter since April last, with one exception, and I would here remark, that, as a general thing, the schools are not visited as often as they should be by the trustees and parents; this, however, appears to be the case every where.

P. V. D. VANDERVEER.

WARREN TOWNSHIP.

The great and paramount interest of the present generation should be to educate their children, who are soon to take their places on the stage of action, and carry out, modify, and perfect the systems of government, the institutions of benevolence, the improvements in the arts and sciences, and the advancement in virtue, morals, and religion.

I do not mean education in a limited sense, nor even confined to what is considered a liberal or collegiate course; but the broad expansive philosophical view of the subject that teaches man that in this age of improvement and knowledge, which so eminently distinguishes us from the rude unlettered race whose places we occupy, that he is only approximating towards the high and noble destiny for which he was created.

Man is endowed with faculties by his Creator, if properly improved, would enable him to accomplish and fulfil the command given to him in the commencement of his existence, to subdue and replenish the earth, and have dominion over its brute inhabitants.

He would be able by his knowledge so to improve and beautify it as to render it paradisiacal, producing in abundance every thing to supply his wants, administer to his comforts, satiate his desires, delight his sense, gratify his taste, please his eye, and subject its brute inhabitants to his benefit and pleasure.

Man has already accomplished much by the cultivation of his faculties; he has brought the elements under his control, he has not only subjected "old ocean" to bear his freighted barks upon his bosom, but forced him, by the operation of another element, to furnish a propelling power to speed his way across his trackless wave.

He has made the rays of light his limner, and the lightnings his messenger. Our children should be early instructed in the great truths, that man is the creator of his own fortune; that he must depend upon his own resources; that we are still in our infancy in moral and intellectual improvements; that every thing is accomplished by the force of decided and

well directed application, untiring energy, and indomitable perseverance. By these means man is enabled to make every situation or circumstance in which he may be thrown in life turn to the best advantage; hinderances and obstacles of the most serious character are overcome as by magic, and difficulties vanish at his approach. Genius is only a phantom existing in the minds of the indolent, and generally rewards its possessor with arrogance in youth, folly in manhood, and ignorance in old age. Independence of character should be stamped upon the mind in childhood. The common school system is the one to be encouraged in this country by every true philanthropist and patriot. Let the children of the rich and the poor be assembled in the same school room, instructed by the same teacher, recite in the same class, and know no distinction but that of knowledge and virtue. Let a sufficient fund be raised in New Jersey to make our schools free, and let them be common. Charity schools are a disgrace in a government like ours, they have a tendency to destroy self-esteem and independence of character of the pupils, to encourage the finger of scorn to be pointed at them by the children of those who contribute towards their education, forming two distinct classes or castes in society, thus destroying the great principle upon which our government is based, equality. The teachers of this township are principally young men of good education and correct moral deportment; some of them open their schools every morning with singing and prayer. There is a gradual improvement in the government and instruction in our schools; the scholars are properly classed; a spirit of emulation and progress encouraged by deserved praise; public examinations and recitations, distribution of well selected books as presents, which are awarded according to merit. In some of our schools the rod is dispensed with altogether, proving that the correction of the mind is more effectual than the punishment of the body. There is an increasing interest on the subject of education in this township; seven hundred dollars was raised last spring by tax for school purposes, which, with the amount we receive from the school fund and interest of the surplus revenue, make some of our schools, under the new

arrangement of the districts, nearly free; and I believe there is a determination on the part of the inhabitants of this township to increase the sum raised by tax until their schools shall be entirely free, proving conclusively that public opinion here, at least, is in advance of the action of the legislature.

I noticed, in reading the remarks of the town superintendent of Hillsborough township, published last year, that he drew rather an unfavorable comparison between the town superintendents of Bedminster, Bernards, and Warren, and those of the other townships in the county, because they did not attend the "teachers' drill, bear their proportion of the expense, and get their teachers to attend it." Several of the teachers of his own township were prevented by excusable circumstances from attending, although he was minus ten dollars besides the necessary trouble and correspondence. In examining the returns of Hillsborough township of that year, I find that a less number of the children of that township, in proportion to the whole number, have attended school than in either of the three townships whose superintendents he complains of. Four-fifths of the children in Warren township attended school that year, and the schools were open ten and a half months, while only five-ninths of the children of Hillsborough township attended school, and the schools were open only nine and a half months, showing that there is something "rotten in Denmark." The people of Warren township want to be satisfied before they spend their children's school money, whether it is for utility or parade. I am in favor of establishing a teachers' institute, provided the chosen freeholders of the county will appropriate the necessary funds, but I am not in favor of taking the school money for that purpose until our schools are free. Make the schools free, that the teachers may be paid by the town superintendents; let the compensation be liberal, and we shall have no difficulty in procuring good teachers for the instruction of our children.

DANIEL CORY.

WARREN COUNTY.

BELVIDERE TOWNSHIP.

I am not aware that I can say any thing or suggest any thing useful to the cause of education, that has not already been said or suggested, and probably much better; what, however, I may say may be in some measure confirmatory. As one object of reporting appears to be the accumulation of views of different individuals, I feel that however much or little my remarks may be worth, they will add at least one paper more to the pile.

Having performed the duties of school committee man or superintendent every year, or nearly so, since such officers have been required, I feel that my opportunities for observation have been such as to enable me to arrive at some correct conclusions, as to the practical operations of our present school system. In taking a retrospective view of the past; looking back for twenty years, and calling to mind the condition of our common schools at that time, and comparing them with their present condition, I am constrained to ask, in what particular does their condition differ? We have been legislating from time to time with a view to progressive reformation; we have passed laws; we, too, have repealed them; we have reenacted, altered, and amended, and have endeavored to perfect them, or as nearly so as possible. And again I ask, has the condition, has the character of our common schools improved? Have our teachers higher intellectual qualifications? Do they possess a greater degree of moral excellence, and do they better and more fully appreciate the vast responsibility resting upon them? Have they made any advancement in the art of teaching? Are there now more engaged in teaching who intend making it their constant business? Are there any more now engaged who really *love* the employment, and whose souls are delighted in calling forth the energies of the young and tender mind, and directing it onward and onward through time to immortality? Are our school houses more pleasantly situated? have more of them

spacious yards or play grounds annexed, and are these grounds more tastefully ornamented with shade trees? Are the school rooms more spacious, better arranged, properly seated, better ventilated or warmed? Has discipline improved, or do we not behold blended in the teacher just as much of king and tyrant? And further I will carry the comparison, and ask, have the masses aroused to a sense of the importance of having the rising generation more thoroughly educated? do they realize its importance? have they discovered the difference between a competent teacher and an incompetent cheap one? have they discovered that, in sending their children to an incompetent teacher, they have but the name of sending to school, while they themselves are deceived and their children for ever cheated out of that education intended? And further, is there more prudence exercised in the selection of officers? are superintendents sought out with more care? are trustees selected, not only with reference to their capability, but with reference also to the interest they take in the welfare and prosperity of our schools? and, finally, do trustees and parents oftener visit the schools and manifest in any way a greater solicitude for the advancement of the schools committed to their charge? Will any or all of these questions admit of an affirmative answer; if so, to what extent? Has the advancement been worthy the age? has it equalled the expectations of the friends of common schools, and has it equalled the demand? are our schools on that highway to intellectual grandeur and moral excellency so much to be desired? does the practical operation of our present law for the promotion of common school education insure all the advantage possible of attainment? if not, what further can be done? I am fully convinced that altering or amending our present law; that the distribution of money by the state throughout the state; that even if every school to-day was made free, the desideratum would not be supplied. What we now want in this section of the state are properly qualified teachers—they are not here. It has been said better or more pay will bring them; where from, the central or lower parts of the state, from Pennsylvania, from New England, Scotland, or Ireland? What Jerseyman's face would

not crimson at the thought of the *necessity* of such an importation?

Those persons who intend to make teaching their business do most assuredly require a thorough knowledge of the several branches taught in our common schools, and also they should well understand the art, the tact of communicating. They should well understand the plasticity of the young and tender mind. Well should they know how to arouse and enlist the attention, and, having enlisted, then should they be able to pour in knowledge from their own exhaustless fountain. They should possess the science; but what will science avail if the art be wanting? These qualifications being requisite, how are they to be attained? Certainly not without study, not without the study of those branches necessary to be taught, and the manner of teaching. What, then, is wanting? An institution for the proper education of teachers. Why should *they* not have the requisite training as well as those who practise other arts and instruct in other sciences? Who shall establish such an institution? None more worthy than New Jersey herself. New Jersey, *free from debt*, relieved from taxation, rich in agricultural resources and in manufactures, situated between two of the best markets in these United States, and perfectly easy of access, what is there to hinder her from adding another wreath to her already immortal fame? New Jersey has manifested her liberality, her philanthropy, and (be it spoken to her eternal praise) in the expenditure of her tens of thousands in the erection of buildings, and in the adorning of spacious grounds for the relief of those, comparatively few, in whom reason has been dethroned. Again we take a view of what she has expended in maintaining the peace of society, in administering justice; and look at the thousands upon thousands expended upon our state's prison, our court houses, our twenty jails, their iron doors, bars, bolts, and grating hinges, with all the attendant officers, and for whom? (awful thought, horrible facts). And having done thus much in the cause of philanthropy and for the cause of justice, is she not willing, and will she not now manifest her wisdom in the expenditure of a few thousands in establishing an institution for the educa-

tion of teachers, by which and through which the state may be supplied with the very best of teachers, our common schools be elevated, the happiness of society increased, its safety enhanced, its liberty insured, and the minds of her people ennobled? What better can she do than to train and marshal a host, a host that will lead her sons and her daughters on to intellectual greatness and in moral grandeur?

Such being my views, I should most strenuously urge upon the legislature the consideration of the establishment of an institution for the education of teachers, and endowing it liberally, believing that it is now the only step, and the most speedy one, to insure for our state an empire of mind. I know objections have been made, and I know that it is impossible to guard against all contingencies; still my balance sheet shows largely in favor of a normal school.

R. BYINGTON.

FRELINGHUYSEN TOWNSHIP.

I am not able to report much progress in the good cause during the current year. Parents and guardians, those who have in charge the rising generation, the men and women of the future, are not sufficiently awake to the importance of their trust. Until an earnest feeling of interest and responsibility can be awakened in that quarter, we need not hope for much improvement. Still we need not despair, there are some hopeful signs; before the full light of day is the gray twilight. Many of our farmers and mechanics are pretty well satisfied that there are other interests besides the merely pecuniary and material, other riches than those that are extrinsic and alienable; and that education, though a most valuable means, is yet, in an important sense, an end in itself of vast and unknown worth. This is a good sign.

We all know what is needed, in order that the benefits of a sound common school education may be conferred on those who are coming up to fill our places in all the relations of domestic, social, religious, and civil life. How that need shall be realized, is another question; yet it is emphatically *the*

question. What our legislators *can* do, may they have the wisdom and the will to do; and what we, the people, *must* do, in order that legislation, however good may avail, let us not fail to do.

That the public mind may be enlightened on this pregnant and important subject, and that safe and permanent progress may be made in popular education, is the earnest desire of every intelligent wellwisher of his country.

WM. P. VAIL.

REPORT.

To his Excellency Daniel Haines, Governor of the State of New Jersey.

The undersigned, "Directors on behalf of the State of the Delaware and Raritan Canal and Camden and Amboy Railroad and Transportation Companies," in obedience to the requisitions of the law, respectfully submit the following Report :

Having but recently received their appointment as directors, they have entered on the discharge of their official duties under the disadvantages inseparable from a want of familiarity with the books and accounts of these extensive corporations. It would have been impossible for the undersigned to have gone through an examination of every specific transaction during the year, had their whole time been devoted to that object, nor did they consider that the legislature contemplated any such action on the part of the state directors. They, nevertheless, have endeavored to give that attention to the interests of the state which the law prescribing their duties seemed to require ; and without pretending that the statements herewith submitted are any thing else than such as they were enabled to make from the books and vouchers of the companies, they deem it proper to state, that every facility of access was voluntarily yielded, nor was any document called for without being promptly produced.

The ample exposition of the origin, progress, and conduct of the companies, from their organization, made to the legis-

lature at its last session, by commissioners appointed by that body for that specific purpose, being now a matter of historical record, rendered it unnecessary for them to extend their observations beyond the management, transactions, and business of the year just closed.

An important feature in the management of the companies, has been the reduction, recently made, of the fare between New York and Philadelphia, from four to three dollars, as well as of the way fares generally; so that a comparison of the rates now charged, with those exacted on the principal thoroughfares in England and the United States, will show that the charges in New Jersey are as much in favor of the traveller as most similar thoroughfares now in use. These reductions in the fare were made in 1849. They had long been called for by the public, and when yielded by the board of directors were hailed with manifest satisfaction by the travelling and business community. The steady increase in the way fare on the railroad is a gratifying fact in railroad statistics, so rapid has been the augmentation, as shown in the Appendix, induced, no doubt in a measure, by the reduction of the charges, that there is just reason to believe the way business alone will in a few years become a vastly lucrative source of income, affording additional accommodation to the agricultural interests along the line of the road, and adding annually to the revenues of the state.

Indeed it may be doubted whether that trade alone, if wisely fostered and encouraged by the board, will not ultimately become nearly as prolific of revenue as the foreign traffic itself, affording to the companies and the state an income from domestic trade at all times to be relied on, should a diminution of the trade from city to city at any time occur, and significant of the advancing prosperity of the people of New Jersey.

About six miles of the eastern section of the road have been relaid with heavy rails, weighing ninety-three and a half pounds to the yard. Upon this the cars travel with a degree of solidity and ease which is immediately perceptible to the traveller, as he passes on to it.

If a higher rate of speed were desirable than that at pre-

sent maintained, no difficulty would arise in reaching it on a rail of this superior strength, as a train has on one occasion passed over it at a speed of two miles in one minute and thirty seconds.

But experience has shown that the highest rate of speed has always been productive of the most disastrous accidents; and the public safety being considered by the board as of paramount importance, the present travelling rate, of about twenty-five miles per hour, is not intended to be increased.

The heavy rail referred to will be ultimately laid over the whole length of the road. When the change shall have been completed, it may be safely assumed that no public highway in the Union will exist superior, either in safety, comfort, or expedition.

At a meeting of the directors, held at Trenton, March 1, 1850, the system under which the tolls on the canal had been collected underwent a thorough revision.

The mode of examination of the books and vouchers of the inspectors, collectors, and cashier was also rendered more complete and stringent, by the introduction of new checks and guards, calculated to insure, if faithfully carried out, accurate returns of all the traffic on the canal, in which the state is so largely interested. In these returns, numerous errors had occurred in former years, giving occasion for suspicion of open peculation, or of gross carelessness, on the part of those deputed to superintend and make report of the merchandise transported on the canal.

The undersigned were especially desirous that the interests of the state should be amply guarded at a point which has been shown to be so liable to neglect and loss; and the board seem to have had an equally strong desire to secure the same result.

With this view, they ordered that, in future, there should be at Bordentown an inspector and collector, one deputy collector and inspector, and a clerk.

At New Brunswick, the same number of officers were ordered. At Princeton, a cashier and assistant cashier were ordered, with an examiner of accounts, the way collectors and inspectors, as heretofore established.

The strong additional force thus ordered has been appointed, and is now exercising, at the various locations on the canal, that supervision which it is to be expected will in future protect the state in its just rights, and secure to the treasury the whole measure of the transit dues which properly belong to it.

In regard to the general business arrangements of the Railroad Company, there has been but little alteration from the preceding year. They have run the same trains at the same prices. The only exception to this, is a line established between Trenton and Philadelphia, by cars from the former place to Bordentown, thence, by steamboat New Philadelphia, intermediate between the early and noon lines, returning to Philadelphia in the afternoon, at an hour when no other conveyance by railroad or steamboat could be had. The number of passengers carried by this line affords gratifying evidence of the judicious policy which suggested its adoption.

In the same spirit, the steamboat John Stevens was substituted for the Trenton, on the great morning thoroughfare from Bordentown to Philadelphia. Without this timely change it would have been impossible to accomplish the annually increasing throng of passengers who crowd the river towns of the Delaware, all having connection more or less frequent with Philadelphia.

The legislature having, at its session in 1848, passed a resolution authorizing the Joint Companies to subscribe for \$500,000 of stock in the Belvidere and Delaware Railroad, the vice president was authorized, at a meeting held on the 25th of April last, to subscribe for four thousand shares of stock, payable in bonds of the Joint Companies.

At a subsequent meeting, held October 22d, he was further authorized and directed to subscribe for six thousand shares additional, being the whole amount authorized by law, and the bonds, payable in 1857, have been directed to be issued in payment therefor.

The work, in aid of which the subscription was authorized, has made encouraging progress towards completion from

Lambertville to Trenton, and at a very early day will be open for travel.

Its location renders it so obviously a contributor to the Delaware and Raritan Canal, upon which it has ever been the policy of the state to attract the burthen of a heavy trade, that the completion of this road, even no farther north than Lambertville, will be cause for general pride and congratulation. But when, penetrating the rich, and heretofore comparatively neglected regions of Hunterdon and Warren, it shall be completed to Belvidere, the products of those prolific counties will find their natural outlet on the gently descending grade to Trenton, there taking the canal for a market in New York or farther eastward.

As this new, cheap, and expeditious channel of communication with the great markets of the country becomes appreciated by the fertile regions into which it penetrates, new conduits of other traffic will be constructed to connect with it, until a continuous stream of merchandise will roll over its iron track, the product of the field, the forge, the furnace, and the mine, infusing, by facility of transit, new life into regions which had heretofore been shut out from the enjoyment of this great and indispensable appliance of modern civilization, and peopling the hitherto waste places, by rendering them attractive to the enterprising immigrant. Looking, therefore, at the beneficial results to be secured by this road to rich and extensive, but comparatively isolated sections of the state, and at the certain prospect of additional revenue accruing to the treasury from the transit duties on the canal, the undersigned are not disposed to question the policy which dictated the subscription referred to.

In the further transactions of the companies, the undersigned report, that at a meeting of the stockholders of the Joint Companies, held in May last, a statement was submitted, showing that the earnings of the canal and railroad, to the amount of \$833,995.24, had been from time to time since the year 1840, applied to permanent capital, *viz* : on the railroad, the sum of \$648,562.34, and on the canal, the sum of \$185,432.90. After a full discussion of the subject, it was *resolved*, that the joint board of directors be instructed to is-

sue the bonds of the companies for the amount above stated to the stockholders, in proportion to their respective amounts of stock. In pursuance of this resolution, the joint board, at a meeting, held on the 27th day of May last, at Bordentown, passed a resolution authorizing the bonds of the Joint Companies to be given to the stockholders to the amount of \$800,000, being twenty per cent. on the capital paid in, bearing six per cent. interest, and payable June 1, 1870, and ordered that the balance of \$33,995.24 remain in the hands of the treasurer, subject to the future direction of the board. In this distribution, the state of New Jersey was entitled to forty thousand dollars, for which the bonds of the companies have been duly executed, and placed in the hands of the state treasurer.

The number of passengers carried on the roads of the companies for the year ending December 31, 1850, are as follows, together with the amount of passage money paid by such passengers and the transit duty accruing to the state :

In the line from Philadelphia to New York, by way of South Amboy, the number of first class passengers is twenty-four thousand and sixty, and the amount of passage money received for the same, seventy-two thousand one hundred and seventy-six dollars; transit duty accruing to the state thereon, two thousand four hundred and six dollars. By the same line, the number of second and third class passengers is nineteen thousand one hundred and fourteen, who have paid for passage money thirty-four thousand eight hundred and forty-five dollars and thirty-four cents, for which the transit duty is one thousand nine hundred and eleven dollars and forty cents.

The number of passengers back from New York to Philadelphia, by the same line, is, for the first class, twenty-four thousand four hundred and sixty-seven, who paid for passage money seventy-three thousand four hundred and one dollars and fifty cents, and the transit duty thereon is two thousand four hundred and forty-six dollars and seventy cents. The number of second and third class passengers, by the same line, is thirty-six thousand eight hundred and fifteen and three-fourths who paid for passage money fifty-eight thou-

sand six hundred and thirty-eight dollars and twenty-nine cents, and the transit duty thereon is three thousand six hundred and eighty-one dollars and fifty-seven cents.

On the same line, the number of excursion passengers from Philadelphia to New York is five hundred and ninety-five and a half, who paid passage money two thousand three hundred and sixty-two dollars, and the transit duty thereon is one hundred and nineteen dollars and ten cents.

On the same line, the number of excursion passengers from New York to Philadelphia is one hundred and twenty-two and a half, who paid passage money fourteen hundred and twenty-dollars and twenty-six cents, and the transit duty is twenty-four dollars and fifty cents.

On the same line, the following is the number of way passengers from whom transit duty has accrued to the state : way passengers to New York and Philadelphia, seven hundred and eighty-seven and a half, who paid passage money three thousand eight hundred and ninety-five dollars and eighty-six cents, and the transit duty thereon is seventy-eight dollars and seventy-five cents.

From Philadelphia to Amboy, two hundred and nineteen and a half passengers, who paid for passage money five hundred and forty-eight dollars and seventy-five cents, and transit duty thereon twenty-one dollars and ninety-five cents.

Between New York and Bordentown there were twelve hundred and seventy passengers, who paid passage money two thousand eight hundred and twenty-one dollars and twenty-one cents, and the transit duty is one hundred and twenty-seven dollars and twenty cents. Between New York and Burlington and Bristol two thousand seven hundred and seventy-four and a half, paying passage money six thousand nine hundred and thirty-five dollars and eighteen cents, and the transit duty thereon is two hundred and seventy-seven dollars and forty-five cents. Between New York and Rancocas there were four hundred and sixty-five passengers, who paid one thousand and forty-seven dollars and thirty-four cents, and the transit duty thereon is forty-six dollars and fifty cents.

The following, is a statement of way passengers on the same line who paid no transit duty :

Between Spotswood, New York, and Philadelphia, there has been received for passage money one thousand four hundred and sixty-four dollars and thirty-four cents.

Between Hightstown and New York and Philadelphia, the sum of three thousand one hundred and forty dollars and eighty-three cents.

Between Sandhills and New York and Philadelphia, the sum of one thousand two hundred and thirty dollars and ninety-nine cents.

The passage money received from steamboat and railroad passengers, between Trenton, Bordentown, Burlington, Bristol, and all intervening places, and Philadelphia, is twenty-seven thousand and seventy dollars and thirty-six cents. No transit duty.

The passage money received of steamboat passengers, between South and Perth Amboy and New York, is three thousand two hundred and fifty-one dollars and forty-three cents.

On the same line of road, between New York and Philadelphia, there has been carried of through transportation, including express chests and messengers, forty-two thousand two hundred and forty-two tons, six hundred weight, two quarters, and seven pounds, for which has been paid for freight two hundred and seventy-one thousand six hundred and fifty-seven dollars and ten cents, on which the transit duty accruing to the state has been six thousand three hundred and thirty-six dollars and thirty cents. There has also accrued to the state the sum of one hundred and forty-seven dollars and ten cents, being for transit duty of messengers accompanying the express chests.

There has been transported on the same line of road, of way freight subject to duty, six thousand eight hundred and sixty-six tons, two quarters, and eleven pounds, on which the transit duty has accrued of one thousand and twenty-nine dollars and ninety-two cents. There has also been carried of way freight not dutiable thirteen thousand six hun-

dred and thirty-eight tons, nineteen hundred weight, three quarters, and thirteen pounds.

There have been collected for freight on railroad and steamboats, between Trenton, Bordentown, Burlington, Bristol, and Philadelphia, three thousand and eighty-three dollars and fifty-nine cents.

And also for freight in steamboats, between Perth and South Amboy, two hundred and five dollars and eighty-six cents. There has been received, on the Bordentown and Trenton line, the sum of one thousand six hundred and forty-nine dollars and sixty-one cents.

On the Mail Pilot and United States mail lines, by the way of Trenton and New Brunswick, there have been transported two hundred and six thousand two hundred and sixty-one and three-fourth passengers, from whom have been received for passage money two hundred and seven thousand four hundred and nineteen dollars and twenty-two cents, and transit duty accruing thereon twenty thousand six hundred and twenty-six dollars and eighteen cents.

There has also been received by the companies, from the Philadelphia and Trenton Railroad Company, for the use of railroad cars, locomotives, and steamboats for transportation of passengers, United States mails, &c., the sum of one hundred and twenty thousand dollars.

There has been received from way passengers, between New York and Philadelphia, and West's, Centreville, Rancocas, Beverly, Taconey, Cranberry, Prospect Plains, Mount Holly, Palmyra, and Fish-house, Hungary Hill, Florence, Long Branch, Freehold, and South River, the sum of nineteen thousand five hundred and thirty-seven dollars and sixty-five cents.

There has been received from railroad, way branch railroad, steamboat excursions, season tickets, settlement accommodation, and Freehold lines, the sum of six thousand seven hundred and twenty-eight dollars and ninety-eight cents.

There has been received from rents, incidental, and iron and wood and coal sold, nine thousand nine hundred and six dollars and forty-two cents. There has been received

from the steamboats Washington and John Stevens, and tables and bars of same, the sum of fifty-one thousand three hundred and twelve dollars and forty-eight cents. From the Charleston line twelve thousand eight hundred and fifteen dollars and three cents. For carrying United States mail fourteen thousand and ten dollars and sixty-seven cents, and for steam towing the sum of thirty thousand eight hundred and fifty-five dollars and thirty-two cents.

In the Morning Accommodation line between New York and Philadelphia, by the way of Camden and Jersey City, there have been carried, from Philadelphia towards New York, and from New Brunswick towards Philadelphia, twenty-one thousand five hundred and thirty-nine passengers, for which transit duty has accrued to the state amounting to the sum of two thousand one hundred and fifty-three dollars and ninety cents. And from New York towards Philadelphia, six thousand nine hundred and thirty-one passengers, for whom there has accrued to the state for transit duty the sum of six hundred and ninety-three dollars and ten cents.

There have also been carried on this line two thousand one hundred and thirty tons, ten hundred weight, and fourteen pounds of merchandise, for transporting which have been paid three thousand nine hundred and sixteen dollars and seventy-eight cents; of the above merchandise one thousand nine hundred and two tons, fourteen hundred weight, two quarters, and fourteen pounds, are subject to transit duty, and is included in the general returns.

The business of the canal will be found minutely set forth in statement G. in the Appendix. Five hundred and sixty-eight thousand four hundred and three tons and nine hundred and eleven pounds of coal have been carried through the canal in the past year; nearly a million of cubic feet of timber; nearly six million feet of lumber; over half a million of bushels of grain and feed; seventy-seven thousand six hundred and fifty-one barrels of flour; twenty thousand seven hundred and eighty-one tons of iron, and of general merchandise upwards of one hundred thousand tons.

A smaller quantity of coal has passed through the canal

than in the preceding year. The falling off is equal to twenty-three thousand five hundred and twenty-three tons, occasioned, without doubt, by the breaking of the Lehigh and Schuylkill canals, consequent on the great freshet last summer. The same freshet occasioned much injury to the Delaware and Raritan canal and feeder, requiring an expenditure of about thirty thousand dollars. For particulars, see Appendix.

The revenue accruing to the state from transit duties on the canal for the year eighteen hundred and fifty, amounts to thirty-two thousand one hundred and forty-four dollars and thirty-five cents, while the whole revenue to the state from the Joint Companies is ninety-six thousand five hundred and sixty-six dollars and seventeen and a half cents, showing a very large increase over any preceding year.

The canal company received for rents during the year, principally for use of surplus water, the sum of twenty-five hundred and eleven dollars and nine cents.

The fines received for breaches of rules of the company amount to one hundred and twenty-seven dollars.

The gross receipts of the company amount to two hundred and fifty-five thousand three hundred and eighty-seven dollars and sixty-five cents, and the expenditures to the sum of one hundred and fifty-two thousand four hundred and eighty-two dollars and fifty-four cents, showing an excess of earnings over expenditure of one hundred and two thousand nine hundred and five dollars and eleven cents.

The transit duty on passengers shows an increase of six thousand two hundred and fifty-six dollars and ninety-seven cents, and on merchandise of one thousand seven hundred and fifteen dollars and seventeen cents, together seven thousand nine hundred and seventy-two dollars and fourteen cents, the whole excess of revenue of eighteen hundred and fifty, over that of any former year, being fourteen thousand two hundred and forty-four dollars and forty-seven cents. A reference to table F., in the Appendix, will furnish in detail the particular items from which this large income is derived. While the gross receipts of the companies for the year have fallen short of those for eighteen hundred and forty-

eight, the year that gave the largest amount, in the sum of forty thousand five hundred and seventy dollars and eight cents, yet the revenue to the state is largely increased.

This apparent anomaly is owing to the additional number of passengers whom low fares have induced to cross the state, the latter receiving transit duty upon each of them.

In submitting this report, the undersigned may be permitted, in conclusion, to say, that notwithstanding the statements herewith presented were generally furnished by the officers of the companies, they nevertheless were enabled, from the clear and lucid system adopted in keeping their accounts, to verify the same, to a considerable extent, by strict comparisons, and, as far as those comparisons were extended, they were found strictly to agree.

All of which is respectfully submitted.

THOS. MILNOR,
THO. ARROWSMITH,
State Directors.

TRENTON, January 20, 1851.

APPENDIX.

STATEMENTS ACCOMPANYING
THE FOREGOING REPORT.

Statement A.

Number of Passengers and amount of Passage Money, and weight and amount of Merchandise and Transit Duty, on the several roads of the Camden and Amboy Railroad, and other receipts, for the year 1850.

L I N E S.	NUMBER passengers.	DOLLARS. CENTS.	Tons. cwt. qr. lb.	Transit D. Dolls. Cts.
Philadelphia to New York, 1st class,	24,060	72,176 00	.....	2,406 00
" " " 2d and 3d class,	19,114	34,845 34	.....	1,911 40
New York to Philadelphia, 1st class,	24,467	73,401 50	.....	2,446 70
" " " 2d and 3d class,	36,815 $\frac{3}{4}$	58,638 29	.....	3,681 57
Excursions from Philadelphia to New York,	595 $\frac{1}{2}$	2,362 00	.....	119 10
" " New York to Philadelphia,	122 $\frac{1}{2}$	1,422 26	.....	24 50
Way to New York and way to Philadelphia,	787 $\frac{1}{2}$	3,895 86	} both ways, {	78 75
Philadelphia to Amboy,	219 $\frac{1}{2}$	548 75	.....	21 95
" " Bordentown,	1,272	2,821 21	.....	127 20
" " Burlington and Bristol,	2,774 $\frac{1}{2}$	6,935 18	.....	277 45
" " Raucocas,	465	1,047 34	.....	46 50
Spotswood, to and from New York and Philadelphia, .....	.....	1,464 34	.....	.....
Hightstown, " " " .....	.....	3,140 83	.....	.....
Sandhills, " " " .....	.....	1,230 99	.....	.....
Railroad and steamboat passengers between Trenton, Burlington, Bordentown, Bristol, and Philadelphia, .....	.....	27,070 36	.....	.....
Steamboat passengers between South and Perth Amboy and New York, .....	.....	3,251 43	.....	.....
Through transportation, including express chests and messengers, .....	.....	271,657 10	42,242 6 2 7	6,336 30
Transit duty, messengers, .....	.....	.....	.....	147 10
Way transportation, dutiable, .....	.....	.....	6,366 2 0 11	1,029 92
" " not dutiable, .....	.....	.....	13,638 19 3 13	.....

Statement A continued.

Number of Passengers and amount of Passage Money, and weight and amount of Merchandise and Transit Duty, on the several roads of the Camden and Amboy Railroad, and other receipts, for the year 1850.

L I N E S .	NUMBER passengers.	DOLLARS. CENTS.	Tons. cwt. qr. lb.	Transit D. Dolls. Cts.
Railroad and steamboat freight between Trenton, Bordentown, Burlington, Bristol, and Philadelphia.	-----	3,083 59		
Steamboat freight between South and Perth Amboy and New York,	-----	205 36		
Bordentown and Trenton line,	-----	1,649 61		
Mail Pilot and United States mail lines, <i>via</i> Branch railroad,	-----	207,419 22	-----	20,626 18
Received of Philadelphia and Trenton Railroad Company, for the use of railroad cars, locomotives, and steamboats for transportation of passengers and mails, &c.,	-----	120,000 00		
Way passengers between New York and Philadelphia and West's, Centreville, Rancocas, and Beverly, Tacony, Cranberry, Prospect Plains, Mount Holly, Palmyra, and Fish-house, Hungary Hill, Florence, Long Branch, Freehold, and South River,	-----	19,537 65		
Railroad, way, Branch railroad, steamboat excursions, season tickets, settlement, Accomodation, and Freehold lines,	-----	6,728 98		
Rents, incidental, and iron and wood and coal sold,	-----	9,906 42		
Steamboats Washington and John Stevens, and tables and bars,	-----	51,312 48		
Charleston line,	-----	12,815 03		
United States mail,	-----	14,010 67		
Steam towing,	-----	30,855 32		
Morning Accommodation line, <i>via</i> Camden and Jersey City,	28,470	68,259 38	-----	2,847 00
	345,425	1,111,692 99		

Statement B.Morning Accommodation Line, *via* Camden and Jersey City.

LINES.	NUMBER	DOLLS. CTS.
	Pass'grs.	
Philadelphia to New York, 1st class, - - -	10,414½	31,239 12
“ “ 2d class, - - -	3,036½	7,585 00
Excursions, Philadelphia to New York, - - -	673	3,179 00
Burlington to New York, - - -	470	1,181 29
Bordentown to “ - - -	280	630 51
Trenton to “ - - -	3,713	6,507 02
Princeton to “ - - -		1,424 29
Kingston to “ - - -		574 06
Philadelphia to Newark, - - -	486½	1,337 43
Burlington to “ - - -	101	240 79
Bordentown to “ - - -	28	59 56
Trenton to “ - - -	329½	528 80
Princeton to “ - - -		171 00
Kingston to “ - - -		29 73
Philadelphia to Rahway, - - -	59	147 50
Burlington to “ - - -	11	23 36
Bordentown to “ - - -	13	24 39
Trenton to “ - - -	38	53 65
Princeton to “ - - -		66 73
Philadelphia to Elizabethtown, - - -	122½	321 51
Burlington to “ - - -	17	38 25
Bordentown to “ - - -	4	8 00
Trenton to “ - - -	103	155 13
Princeton to “ - - -		31 45
Philadelphia to New Brunswick, - - -	247	555 72
Burlington to “ - - -	33	56 49
Bordentown to “ - - -	19½	29 62
Trenton to “ - - -	494	494 62
New Brunswick to Philadelphia, - - -	346	776 87
“ Burlington, - - -	27	46 61
“ Bordentown, - - -	21	31 63
“ Trenton, - - -	450	452 00
Kingston to Rahway, - - -		13 50
“ Elizabethtown, - - -		9 00
Commutation tickets, - - -	2	20
Philadelphia and Kingston, - - -		96 51
“ Princeton, - - -		1,033 11
“ Trenton, - - -		3,117 71
“ Bordentown, - - -		1,707 15
“ Burlington, - - -		1,186 74
“ Mount Holly, - - -		215 39
“ Beverly and Rancocas, - - -		383 54
Extra baggage, - - -		290 09
Way, - - -		2,083 91
Trenton and Mount Holly, - - -		16 00
Way excursions, - - -		44 90
	21,539	68,259 38

*Statement B continued.*Morning Accommodation Line, *via* Camden and Jersey City.

	DOLLS. CTS.
Making from Philadelphia towards New York, and from New Brunswick towards Philadelphia, 21,539 dutiable passengers, for which transit duty has been paid the state, amounting to -	2,153 90
And from New York towards Philadelphia, 6931 dutiable passengers, for which transit duty has been paid the state, amounting to -	693 10
	2,847 00

*Statement B continued.*Morning Accommodation Line, *via* Jersey City and Camden, number of dutiable passengers.

LINES.	No. Pass'grs.
New York to Philadelphia, 1st class, - - - -	3533½
“ “ 2d class, - - - -	877
Excursions, New York to Philadelphia, - - - -	126
New York to Burlington, - - - -	125½
“ Bordentown, - - - -	30
“ Trenton, - - - -	804
Newark to Philadelphia, - - - -	571½
“ Burlington, - - - -	85
“ Bordentown, - - - -	18½
“ Trenton, - - - -	317
Elizabethtown to Philadelphia, - - - -	91½
“ Burlington, - - - -	22
“ Bordentown, - - - -	2
“ Trenton, - - - -	76½
Rahway to Philadelphia, - - - -	127½
“ Burlington, - - - -	14
“ Bordentown, - - - -	20
“ Trenton, - - - -	89½
	6931

Statement C.

Of Gross Accounts of the Camden and Amboy Railroad and Transportation Company, from January 1st, to December 31st, 1850, inclusive.

L I N E S .	D O L L S . C T S .
Camden and Amboy Line (12 o'clock M.), Philadelphia to New York, embracing receipts of Branch Railroad, Philadelphia and Trenton Railroad, U. S. mail transportation, and Morning Accommodation Line, westward, &c., - - - -	714,703 43
Camden and Amboy Line, New York to Philadelphia (12 o'clock M.), embracing steam towing, Branch Railroad, rents, &c., -	141,007 04
Receipts of steamboat Trenton, - - - -	27,612 90
“ “ John Stevens, - - - -	26,836 77
“ “ New Philadelphia, - - - -	6,571 63
“ Market Line, Camden towards New York, - -	6,329 52
“ Emigrant Line, Philadelphia to New York, - -	9,911 72
“ Emigrant Line, New York to Philadelphia, - -	33,847 86
“ Camden and Amboy Line, Philadelphia to New York (7½ A. M.), - - - -	39,365 52
“ Camden and Amboy Line, New York to Philadelphia (7½ A. M.), - - - -	37,247 22
“ Morning Accommodation Line, <i>via</i> Jersey City and Camden, - - - -	68,259 38
Total amount receipts for 1850, - - - -	1,111,692 99

Statement D.

Camden and Amboy Railroad Disbursements for six months ending June 30, 1850.

DISBURSEMENTS.							DOLLS. CTS.
Conductors', brakemen's, attendants', engineers', and firemen's wages, - - - - -	-	-	-	-	-	-	22,521 68
Cars, - - - - -	-	-	-	-	-	-	13,277 91
Salaries, - - - - -	-	-	-	-	-	-	9,413 70
Wood, sawing wood, and coal, - - - - -	-	-	-	-	-	-	29,930 61
Steamboats Trenton, Burlington, John Stevens, Washington, Transport, John Potter, Independence, and New Philadelphia, -	-	-	-	-	-	-	44,827 73
Tables of steamboats Trenton, John Stevens, Transport, John Potter, and New Philadelphia, &c., - - - - -	-	-	-	-	-	-	13,586 21
Bars of steamboats John Stevens, Trenton, John Potter, and New Philadelphia, - - - - -	-	-	-	-	-	-	1,751 22
Incidental, printing, stationary engine, and hemp, - - - - -	-	-	-	-	-	-	22,028 79
Railroad and Branch railroad, - - - - -	-	-	-	-	-	-	23,113 76
Ferriages, engineering, oil, and bridges, - - - - -	-	-	-	-	-	-	14,487 87
Depots, water stations, and shops, - - - - -	-	-	-	-	-	-	6,527 26
Offices, and counterfeits and discount, - - - - -	-	-	-	-	-	-	982 01
Burlington wharf, wharves, Amboy water works, emigrant line, -	-	-	-	-	-	-	3,371 23
State of New Jersey, - - - - -	-	-	-	-	-	-	31,089 57
Rents, interest, capital, and buildings, - - - - -	-	-	-	-	-	-	3,391 01
Lumber, sleepers, timber, and wharfage, - - - - -	-	-	-	-	-	-	12,687 18
Damages, U. S. mail and legal, - - - - -	-	-	-	-	-	-	31,640 76
Carhouses at Camden and Whitehill, and W. H. wharf and new location at West's, - - - - -	-	-	-	-	-	-	10,672 15
Charleston and Newton lines, steamboat account general, ice, iron, and insurance, - - - - -	-	-	-	-	-	-	1,037 82
Real estate, Accommodation line, subscribing, &c., and stage at Cranberry, - - - - -	-	-	-	-	-	-	6,419 25
Gravel Hill cut, iron rails, and grading Camden depot, - - - -	-	-	-	-	-	-	6,214 40
Burlington and Mount Holly Railroad and New Jersey Railroad companies, - - - - -	-	-	-	-	-	-	704 53
Steam towing, - - - - -	-	-	-	-	-	-	10,858 40
Locomotives, - - - - -	-	-	-	-	-	-	30,161 70
							355,696 80

Statement E.

Camden and Amboy Railroad Disbursements for six months ending December 31, 1850.

DISBURSEMENTS.							DOLLS. CTS.
Conductors', brakemen's, attendants', engineers', and firemen's wages, -	-	-	-	-	-	-	22,940 33
Cars, -	-	-	-	-	-	-	17,380 63
Salaries, -	-	-	-	-	-	-	9,763 20
Rents and offices, -	-	-	-	-	-	-	2,397 61
Wood, sawing wood, and coal, -	-	-	-	-	-	-	62,569 78
Steamboats Trenton, Burlington, John Stevens, Washington, Transport, John Potter, Independence, and New Philadelphia, -	-	-	-	-	-	-	30,618 49
Tables of steamboats Trenton, John Stevens, John Potter, Transport, and New Philadelphia, -	-	-	-	-	-	-	19,715 82
Bars of steamboats Trenton, John Stevens, John Potter, and New Philadelphia, -	-	-	-	-	-	-	3,410 36
Incidental, printing, and hemp, -	-	-	-	-	-	-	46,990 10
Railroad and Branch railroad, -	-	-	-	-	-	-	32,067 72
Locomotives, -	-	-	-	-	-	-	10,685 95
Ferriages, engineering, oil, bridges, counterfeits and discount, -	-	-	-	-	-	-	13,821 48
Stationary engine, depot, stations, water works, and shops, -	-	-	-	-	-	-	7,578 32
State of New Jersey, -	-	-	-	-	-	-	23,657 87
Wharves, damages, buildings, Emigrant line, and steamboat account general, -	-	-	-	-	-	-	17,245 22
Sleepers, timber, lumber, ice, iron, and excursions, -	-	-	-	-	-	-	11,333 46
Legal, real estate, water stations, stage, and charter of steamers, -	-	-	-	-	-	-	7,036 84
Accommodation line, Charleston line, Freehold line, wharfage, grading depot, -	-	-	-	-	-	-	5,575 00
West's location, New Jersey Railroad, Burlington and Mount Holly Railroad, carhouse at Amboy, -	-	-	-	-	-	-	3,782 56
Iron rails and new engine shop at Bordentown, -	-	-	-	-	-	-	37,066 99
Steam towing, -	-	-	-	-	-	-	6,589 99
United States mail, -	-	-	-	-	-	-	461 00
							392,693 72

Statement F.

Transit Duty, Dividends, and Interest for 1850.

TRANSIT DUTY, & C.	DOLLS. CTS.
Transit duty on the railroad for six months, ending June 30, 1850,	20,081 33½
Transit duty on canal for six months, ending June 30, - -	15,863 45
Dividends on the stock owned by the state for six months, ending June 30, - - - - -	5,000 00
Interest on bonds of \$17,000, given by the companies to the state for extra dividends, for six months ending June 30, - -	510 00
Transit duty on the railroad for six months, ending December 31, -	22,120 49
Transit duty on canal for six months, ending December 31, -	16,280 90
Dividend on stock owned by the state for six months, ending December 31, - - - - -	5,000 00
Interest on bonds of \$17,000, given by the companies to the state for extra dividend for six months, ending December 31, -	510 00
Dividends on one thousand shares of stock, transferred by supplement, passed March 2, 1832, - - - - -	10,000 00
Interest on bonds of \$40,000, given by the companies to the state for extra dividend for six months, ending December 31, -	1,200 00
	96,566 17½

Statement G.

Statement of trade on the Delaware and Raritan Canal, 1850.

C O A L .					T O N S .	L B S .
From Richmond, in boats and barges,	-	-	-	-	221,385	185
" " " sloops and schooners,	-	-	-	-	76,926	1936
" Schuylkill, " boats and barges,	-	-	-	-	145,197	622
" " " sloops and schooners,	-	-	-	-	195	
" Bristol, " boats and barges,	-	-	-	-	18,449	
" " " sloops and schooners,	-	-	-	-	35,843	1078
Through "outlet lock" at Wells' Falls, in boats,	-	-	-	-	70,406	1570
Total amount of coal carried through,					568,403	911

Amount of timber carried "through," 819,262 cubic feet.

Quantity of lumber carried "through," 5,650,735 feet, "board measure."

Quantity of grain and feed carried "through," 509,549 bushels.

Quantity of flour carried "through," 77,651 barrels.

Amount of iron carried "through," 20,781 tons 1954 pounds.

Amount of merchandise carried "through," 100,339 tons 1472 pounds.

Statement H.

Statement of undutiable passengers, *via* Branch, from 1st January to 31st December, 1850.

LINES.	Princeton and intermediate places to N. York.	Same to Newark.	Same to Elizabethtown.	Same to Rahway.	Same to New Brunswick.	Philadelphia to Princeton, Kingston, and D. Pond.	Tacony, Cornwells, and Bristol to same.	Trenton to same.	TOTAL.
Morning line Phila. to N. Y.,	1231	181	65	76	930	1207	84½	922	
Evening line do.	929½	149	69	54	961	1430½	46½	1689½	
Morning line N. Y. to Phila.,	1276½	230½	74½	78½	693½	1305½	77½	1336	
Evening " N. Y. to Phila.,	2169	262½	85½	104	1365½	985	63	1245	
	5606	823	294	312½	3950	4928	271½	5192½	21,377½

Statement I.

Table showing the increase of the Way Freight on the Camden and Amboy Railroad.

In the year 1835 the way freight was 1,451 tons.

"	1840	"	3,356	"
"	1845	"	7,489	"
"	1846	"	13,198	"
"	1847	"	16,892	"
"	1848	"	15,095	"
"	1849	"	11,815	"
"	1850	"	20,505	"

PRINCETON, N. J., January 1, 1851.

*To the President and Directors of the Camden and Amboy
Railroad and Transportation Company.*

GENTLEMEN,—During the past year (1850) there has been much done upon the section of road between Bordentown and South Amboy, by changing and improving the location of the road at different places. The first of importance is that from “Gravel Hill” to “Bennetts Pond,” a distance of three miles; the grading is nearly finished, and one mile has been laid with iron rails weighing ninety-three and a half pounds per yard, with cross-sleepers. At “Back creek,” near “Sand Hills,” a change of location has been made for half a mile, laid also with the heavy rail and cross-sleepers, besides two other places of less importance. The whole distance of road relaid with the ninety-three and a half pound rail has been five and three-quarter miles, mostly by placing cross-sleepers upon the *original* stone blocks, except where a change of location was made, all laid in the most improved manner.

The road from Bordentown to Camden, as also the branch road from Bordentown to New Brunswick, have been continued in good repair, by replacing the old sleepers with new ones, &c. The bridges have also been renewed or repaired, and in good order.

The office at Princeton station, with a covert way and platforms, is the only building of any importance built during the past season.

I am, gent'n, your ob't serv't,

WM. COOK,

Engineer of C. & A. R. R. Co.

LAMBERTVILLE, January 20, 1851.

To the President and Directors of the Delaware and Raritan Canal Company.

GENTLEMEN,—The great storm at the beginning of last September, which was so destructive to several canals and railroads in adjoining states, caused a number of considerable breaches in the upper part of our Feeder. The culvert over the Aleksauken, of four arches of twenty-one feet each, was destroyed. As much time would have been required for the floods to subside, and a permanent structure to be built, a temporary wooden aqueduct, two hundred and sixty feet long, of twenty-two feet clear width, and six feet depth of water, was constructed around the ruins of the culvert. This was built, and the other repairs were so far completed as to admit the water within two weeks after the damage was done. We are much indebted for the progress made to the co-operation of the people of the neighborhood. Justly considering the suspension of navigation a calamity still greater to the public than to the company, they placed such force and materials as they had at my disposal, in many cases deferring the repairs which the same storm had rendered necessary to their own property, till the navigation was opened. An aqueduct of two spans, of forty feet each, was substituted for the culvert destroyed, being better calculated to vent the drifting forest trees, that may sometimes be torn up by the violence of the stream. This is now completed, except the wood work, which will be done before spring. The other repairs are all completed, the work being now done in a much more expensive and permanent manner than at first.

The other works of the company have remained in good order.

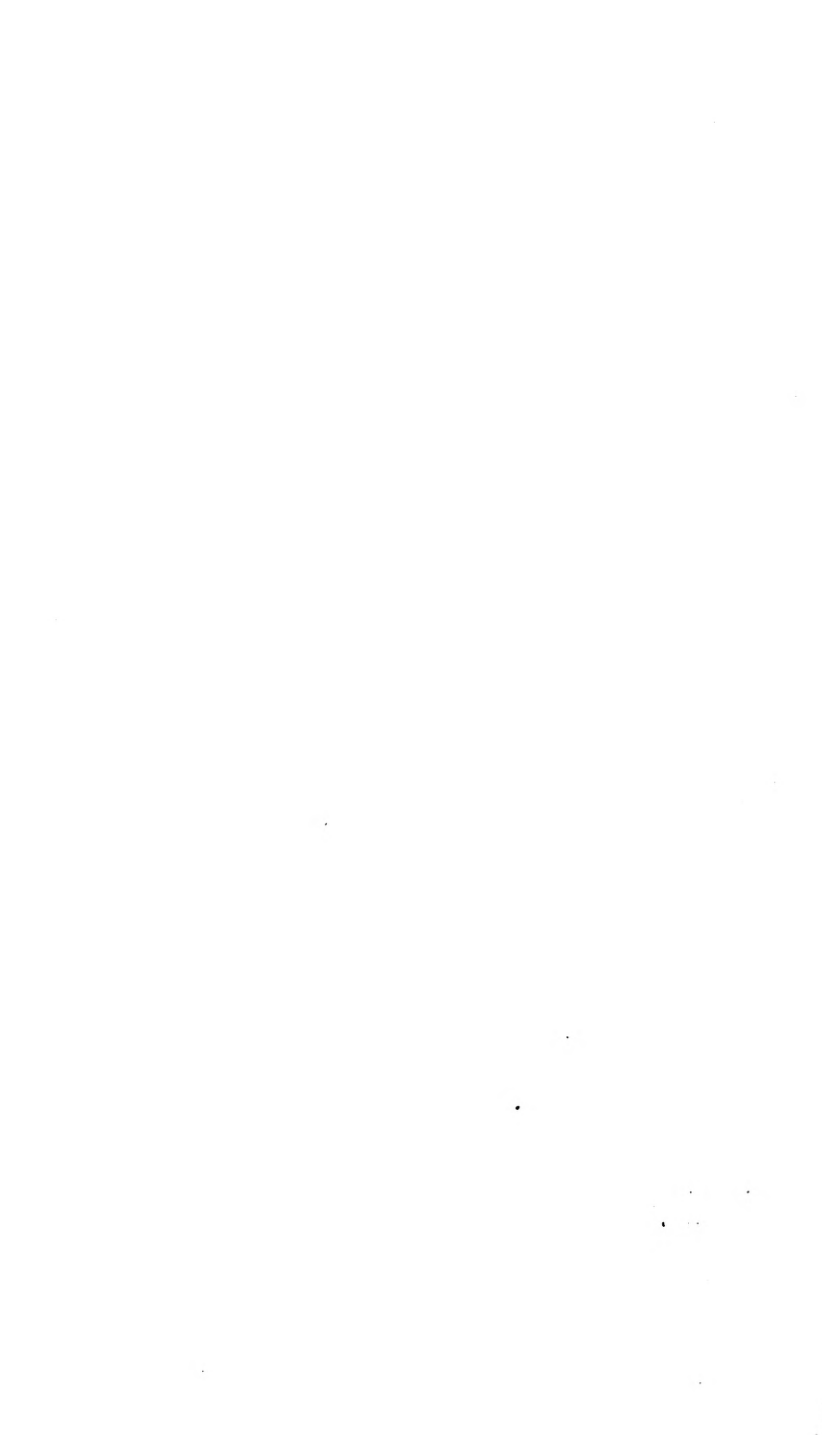
Among the expenditures of the last year, ten thousand six hundred and fifty-six dollars twenty-nine cents were for permanent additions to the original works, property, or rights of the company. Of this six thousand three hundred and seventy-four dollars and thirty-seven cents was for real estate, required in consequence of the alterations necessary to

accommodate the Belvidere Delaware Railroad, and four thousand thirty-three dollars and fifty-two cents to extend the walls on the inside of the banks. The rest was for releases of permanent rights to the company.

Very respectfully your ob't serv't,

ASHBEL WELCH,

Engineer D. & R. C. Co.



NEW YORK
JAN 10 1881